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ABSTRACT

This five-section publication is the final report of Northern Virginia's George Mason University on its federally financed Dean's Grant Project of 1980-83. Section I of the report, "Four Views on Mainstreaming," gives an indication of the degrees of faculty awareness of the educational needs of handicapped individuals evident at the beginning of the project's second year. Section II, "Raising Awareness," contains edited transcripts of representative presentations made available to the faculty for informational purposes. The third section, "Reshaping Teacher Education," contains edited transcripts of presentations and copies of articles developed, for the most part, as course projects. Section IV, "Maintaining the Momentum," contains edited presentations given at the fourth retreat. The final section, "Analysis: Was the Gain Worth the Grind?," discusses evaluation of the project. (JMK)

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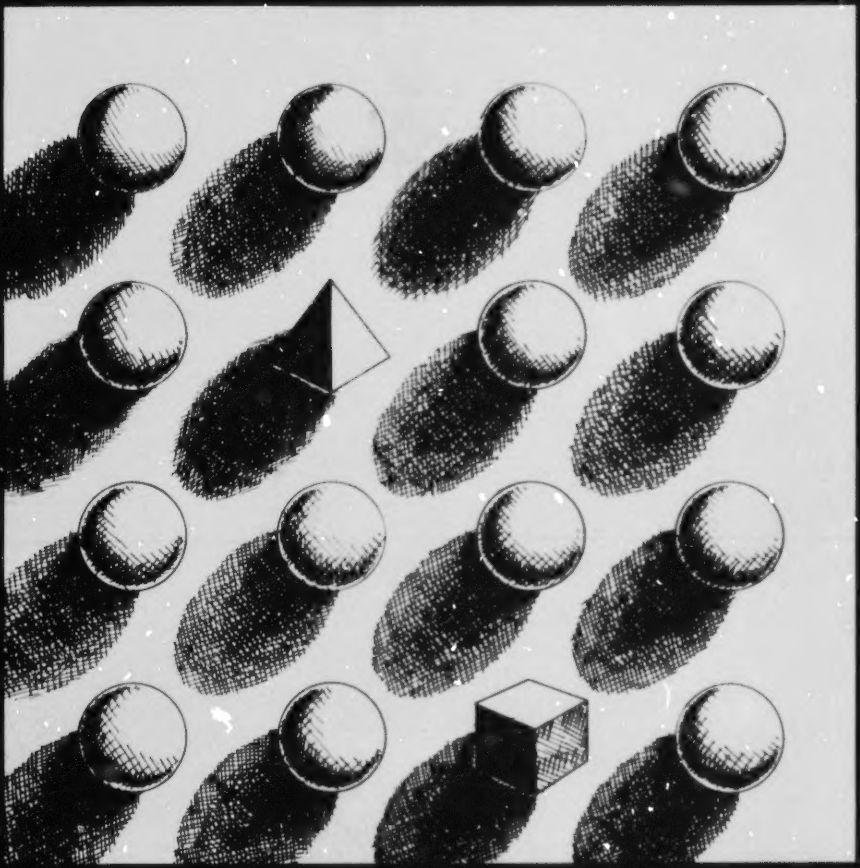
Mainstreaming:

A Concept in Faculty Preparation (A Final Report)

Barbara K. Given, Editor



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Fairfax, Virginia 22030

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August 1983

George Mason University
4400 University Drive
Fairfax, Virginia 22030

If We Accept the Premise
That All People are Special
We are Better Able to Deal
with Individual Differences
in Different Individuals

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The great law of culture is: let each become all that he was created capable of being: expand, if possible, to his full growth; and show himself at length in his own shape and stature, be these what they may.

Thomas Carlyle
1795-1881

FOREWORD

Completion of the George Mason University final report on its Dean's Grant project of 1980-83 coincides with the end of federal monies provided by our federal government to change teacher education in accordance with P.L. 94-142. I believe that the last few years of federal support have made an important change in the preparation of teachers and that future practice will be indelibly different than that prior to the mid-1970's.

There is still much to be done; but, as the sections of this publication reveal, views on "mainstreaming" are on the table for all to see and discuss, we know much about raising the awareness of teacher educators to the challenges and issues pertaining to P.L. 94-142, we have had some success in reshaping teacher education programs, and we have commitment to maintain the momentum in our academic units.

A dean/chairperson learns early in his/her service that the power of that position can be used to bring about positive change when strong faculty are part of the leadership. The co-director of this project was such a faculty member, as were many other George Mason faculty. To Barbara Given and her colleagues who believed in the Dean's Grant goals and worked tirelessly to attain them, I am profoundly appreciative.

The most important beneficiaries of the modest investment in our project are, of course, the children taught by skillful teachers who graduate from the University's programs. May this and the other Dean's Grant projects provide significant sustenance to those teachers and to individualization of the educational process in our schools of today and tomorrow.

Larry S. Bowen, Dean
College of Professional Studies

INTRODUCTION: Changing Teacher Preparation with a Dean's Grant

The Dean's Grant Project at George Mason University involved fifty-five faculty in the following departmental units: Curriculum and Instruction (Early Childhood, Elementary, Secondary, and Vocational Education); Professional Support Services (Guidance and Counseling, Reading, School Administration and Supervision, School Psychology, and Special Education); and Health and Physical Education. A specialization in multi-cultural/bilingual education crossed program lines. Many faculty teach in different areas of specialization, thus changes occurring in one program generally impact on other programs. While co-directed by the dean and a senior special education faculty member, all project direction and substantive decision making was the responsibility of an appointed Task Force--parents of handicapped students, persons with disabilities, and faculty leaders. An Advisory Board composed of Special Education Directors and other administrators from the nine northern Virginia school divisions provided direction for Project goal attainment.

Informally, the Project began in 1979 when needs assessments were conducted, goals and objectives were developed, and a proposal for federal funding was written. After operationalizing the formalized project (summer and fall of 1980), attention focused on raising the level of awareness of faculty to the educational needs of handicapped individuals. While the majority of faculty were beyond awareness and actively seeking information and materials to modify courses, it was evident that awareness-building required attention throughout the Project in order to include newly appointed faculty and those who were initially reluctant to participate in Project activities. Section I gives an indication of the degrees of awareness evident at the beginning of the second project year while Section II contains edited transcripts of representative presentations made available to the faculty for informational purposes.

During the summer of 1981, representatives were elected from the Elementary Education faculty to compile a set of preliminary competencies needed by GMU graduates. Scenarios were written to demonstrate the value of each competency. An annotated bibliography of audio-visual and printed materials available in the Instructional Resource Center accompanied the scenarios. During the second project year, each program faculty modified the competencies for congruence with overall program goals, thus each person had the opportunity to aid in decision making affecting his/her program. Once competencies became program specific, program faculty determined which competencies were already being developed and which needed to be added. During the third year, course sequences and syllabi were modified to adjust for the changes. (The scenarios, competencies, bibliography, and sample syllabi are available as a separate document from the editor.)

Faculty were encouraged in their change efforts through involvement in a variable credit faculty development course. Both senior and junior faculty participated and their enthusiasm served as models for others. Participants were provided a structured format and a set of alternative course projects from which to choose. Several persons elected to participate in a noon-time lecture series, others wrote articles for publication, some conducted research on Project effectiveness, others developed course materials, while some continued to develop awareness. Section III contains edited transcripts of presentations and copies of articles developed, for the most part, as course projects.

Toward the end of the second Project year, twenty percent of the faculty was randomly interviewed regarding their perceptions of Project uniqueness. Three perceptions emerged which address the process of change: (1) universal acceptance and involvement of the faculty in the Project; (2) willingness and competence of the Project staff to conduct the Project; (3) high degree of effort to broaden the concept of "mainstreaming" in order to remove the image of a special interest group and to move special education into the mainstream of education.

When asked what aspects of the Project were most helpful, those interviewed gave responses which fell in five areas - the first was retreats. Faculty felt the comfortable, off-campus atmosphere was conducive to serious discussion. They believed retreats provided a relaxed forum where faculty could present to other faculty, thus enhancing interaction, communication and problem-solving. Most striking was the excitment exhibited when those interviewed mentioned their change in attitude as a result of interactions with articulate disabled adults during the extended retreat hours. Unfortunately, many retreat presentations and presentations throughout the Project by public school personnel did not get recorded, however articles in Section I resulted from the second retreat while Section IV contains edited presentations made at the fourth and last retreat.

After retreats, most mentioned benefits of the Project were: (1) introduction to and availability of audio-visual reference materials; (2) presentations by public school personnel and class presentations by Project staff; (3) compiled competencies and scenarios; and (4) publisher responses about new materials. From the Co-Director's point of view, the GMU Dean's Grant Project was unique and most valuable because it served as a facilitator for faculty to do what they professionally knew needed to be done. As demonstrated in Section IV, the faculty recognizes the need to maintain the momentum of the Project and is committed to do so.

Overall Project evaluation was on-going and conducted via summative data, such as number of recommendations made by the Advisory Board and Task Force which were implemented by Project staff, number of faculty who actively participated in Project activities, student perceptions of program change, and number of courses redesigned to include mainstreaming competencies. Formative data included faculty analysis of Project success, co-directors' analysis of faculty interest and involvement, quality of faculty products resulting from the professional development course, and degree to which course syllabi were modified to reflect competency development. Evaluation is discussed in the last chapter: Analysis, Was the Gain Worth the Grind?

The conduct and success of the GMU Dean's "Mainstreaming" Project was due to many individuals: faculty who assumed Project responsibilities in addition to their many other commitments; public school personnel who took an active part on the Advisory Board, those who came to the University to interact with the faculty and to make presentations, and those who opened their schools to faculty visitors; graduate assistants (Betty Schimmel, Jane Stephenson and Teresa Benn); and Task Force members. Contributions made by each are gratefully acknowledged. A special thanks is extended to Kay Heiden for her splendid support and diligence in secretarial and budgetary matters and to Sandy Slater for her outstanding work in typing this manuscript. Finally, I would like to thank Dean Bowen for his leadership style which is the mark of an outstanding teacher; he set the stage for faculty involvement and encouraged participation; he gave support and resources to all who expressed interest; he did not badger, prod or intimidate those who were reluctant to make Project commitments but he did provide an atmosphere where changes in attitude could and did occur. Dean Bowen made possible a Project in which faculty cooperation toward a common set of goals became a reality.

Barbara K. Given

Section I

FOUR VIEWS OF MAINSTREAMING

Introduction: Begin Where the Child Is . . . . .Barbara K. Given

Introduction of Panel. . . . . .Robert L. Gilstrap

An Exclusivity Perspective . . . . .Donald F. Smith

A Homegeneity Perspective . . . . .Barry K. Beyer

An Equality Perspective . . . . .B.J. Schuchman

A Heterogeneity Perspective. . . . . .Julian U. Stein

Diversity to Dialogue . . . . .Barbara K. Given

Introduction: Begin Instruction Where Each Child Is

by

Barbara K. Given, Associate Professor of
Education-Learning Disabilities

"Begin instruction where each child is and go from there." This theme has been embraced by teacher preparation institutions for decades. In 1975 the theme became law for education of handicapped children. Public Law 94-142 was based on the belief that the purpose of education is to develop individual potential by providing appropriate education to all handicapped children in the least restrictive environment. Until P.L. 94-142, education for the handicapped was based on a "separate but equal" premise. Initially special schools and classes were not developed to meet "special needs" but to exclude exceptional children from common classrooms. The common school concept, upon which American schooling is based, focused on group instruction. Children who were too different were excluded (Okun, 1981, pp. 29-31).

Over the years, general educators developed such a reliance on special education classes that the theme "begin instruction where each child is and go from there" was interpreted, "begin instruction where each child is in the basal text and go from there, but if the child cannot begin in the basal text refer him/her to special education." Consequently, few regular class teachers or college faculty were prepared to educate handicapped children in the "mainstream." The intent of the provision for educating handicapped youngsters in the least restrictive environment is to provide those individuals who are capable of functioning in common classes the opportunity to do so. However, curricular adaptations, program modifications and/or classroom accomodations may be needed to provide appropriate education (as mandated by law).

To effectively implement P.L. 94-142, changes in teacher preparation programs are necessary, but producing change in schools/colleges/departments of education is a slow, evolving process. Personnel in the federal government recognized this and established "Deans' Grant Projects" whereby funds were made available on a competitive basis to institutions of higher education to systematically produce change.

Arends and Arends (1978, p. 41) observed that effecting a readiness for change is vital if lasting change is to take place. They noted that an individual is "ready" for change if the predicted outcomes match his/her level of concern; the person is "unready" if the change is expected to produce results incongruent with the individual's concerns. Hall (1978, pp. 48-50) advised persons directing Deans' Grant Projects to take time to analyze the change effort from the point of view of the dynamics of the change situation as it affects each individual involved. Based on work reported by Hall, the following assumptions formed the basis for involving George Mason University education faculty in the Deans' Grant effort:

1. Change is a process, not an event.

2. Change is made by individuals first and then by institutions.

3. Change is a highly personal experience.

4. Change entails developmental growth in feelings and skills in relation to the change.

5. The change facilitator must function in highly adaptive, systemic, and personalized ways if change is to be facilitated most efficiently and effectively for the individuals and for the institution as a whole.

With these assumptions as a backdrop, one year was spent in raising levels of awareness to P.L. 94-142. Information and personal experiences were provided and by the beginning of the second year faculty were ready to openly discuss their views of "mainstreaming." Four persons were asked to share their thinking at a retreat. It was revealing to learn that four distinctly different perspectives surfaced.

Dr. Donald Smith, Associate Professor in Educational Foundations, stressed the high cost of educating handicapped youngsters. His concerns exemplify what Ysseldyke and Algozzine (1982, p. 250) meant when they stated: "To believe that significant numbers of school children will move from special to least restrictive regular education without deciding who will pay is naive . . . expecting mainstreaming to happen without concern for finances is absurd." Implications of Dr. Smith's remarks go beyond "mainstreaming," however and imply that handicapped children should be excluded from public education if the cost of their education exceeds the cost of educating nonhandicapped children.

Dr. Barry K. Beyer, Professor of Social Studies Education and Coordinator of the Doctorate of Arts in Education Program, seemed to represent the common school view as he expressed concern for the group rather than the individual. His remarks clearly portrayed a person in the midst of problem-solving. He seemed to favor homogeneity or separate but equal schooling but he asked for assistance to getting more facts.

Dr. B.J. Schuchman, Associate Professor of Higher Education Counseling, addressed the Civil Rights aspects of P.L. 94-142 by emphasizing the need for equality of educational opportunity. Her remarks echo Okun's (1981, p. 32) when she said, "Public Law 94-142 is the basis for a new concept of education, a new kind of equality, fashioned out of thirty years of social reform and raised social consciousness, that stresses the rights and potential of the individual within the framework of the larger group."

Dr. Julian St[illegible], Professor of Physical Education, discussed need for adapting curriculum and for providing opportunities for heterogenity in educational grouping. His views may be synthesized by Okun's (1981, p.

33) statement: "Heterogeneity may be antithetical to the historical homogeneous concept of the common school but it is absolutely essential for successful mainstreaming and the truly common education of all American children."

While views may have changed since these remarks were made, they were made with sincerity and a conviction that presenting them in an open, straight-forward fashion would assist in making needed changes in teacher preparation at George Mason University. They helped a great deal in promoting open communication and change. The remarks are shared in the hope that others may appreciate the value of expressing divergent views for effecting positive change.

Introduction of Panel Presentations

by

Robert L. Gilstrap, Professor of
Education-Elementary Social Studies & Curriculum

One of the stimulating aspects of being a member of a university faculty is that different points of view are not only allowed, they are encouraged. As one of my colleagues said when challenged angrily at a faculty meeting: "You don't have to agree with me, but don't get so upset. Having people express different ideas is what a university is all about."

When the idea of a faculty in-service program on preparing GMU students for mainstreaming was first proposed, it was obvious from the expressions on my colleagues faces and the comments that followed that the idea was not supported by all. The interesting thing, however, was not that people did not want to participate because of an already heavy load of activities, but that they had real questions about P.L. 94-142 and the total concept of mainstreaming.

Some of the questions raised at the meeting revealed deep philosophical differences based upon what I believed to be an accurate understanding of the legislation. Other comments, however, indicated that the faculty members had a distorted picture of the law, especially the concept of mainstreaming. It was obvious that if approval were given to apply for a dean's grant and if the grant were funded, the director of the project would be working with a group that represented a range of points of view about mainstreaming.

We are now in our second year of the Dean's grant program at George Mason University and many of the concerns and doubts expressed at our first session when the idea was proposed are still evident. In planning this retreat, the task force received a recommendation to devote a portion of this retreat to a panel that represented the different viewpoints about mainstreaming and to follow the panel with an open discussion during which time questions, comments, and challenges could be made. It's important to point out before beginning, however, that the panel is focusing only on the least restrictive environment provisions of P.L. 94-142 and not the total law.

An Exclusivity Perspective

by

Donald Smith, Associate Professor of Education-Social Foundations

P.L. 94-142 is another example of a good idea but a bad law. Pushed by special education interests, it is another example of special advisory groups being largely responsible for laws that run roughshod over the rights of the majority. We have been so concerned about the rights of the minority that the rights of the majority, in this case the "normal" children and their teachers, have received little consideration. Is it any wonder that critics of public education point out that if the trend continues, public schools will only contain the poor, the handicapped and those who can't afford alternatives? The costs of educating special children has reached ludicrous proportions. Dr. James Kaufman, a special education professor at the University of Virginia, in a recent speech, cited the absurdity of $75,000 being spent to develop one motor skill of a special education child who had limited cognitive ability as being indicative of the mentality of special education interests. If the public schools have problems, it is because they are staggering under the weight of social mandates such as P.L. 94-142 and other poorly conceived laws.

A Homogeneity Perspective: Some Nagging Questions

by

Barry K. Beyer, Professor of Education-Social Studies and
Secondary Curriculum

I guess to some extent I'm responsible for this panel--because I believe it grows out of a little of my personal soul searching which I shared. It's good that I only have five minutes because I don't exactly know how to say what this soul-searching is all about. But I will be candid and trust you will hear my concerns as honest ones. Simply put--I have real doubts about the value of mainstreaming in general.

I know I am not very well informed about mainstreaming. I came to GMU and to this project after it started and thus missed all the rationale behind doing it which I assume consisted in part on the faculty's own thinking about and rationalizing the idea. I don't have the benefit of that. And nothing we did in the project last year addressed such a rationale other than to carry-out P.L. 94-142.

I may also be getting callous or hard headed in my old age. Whatever the reason, I must honestly say that I simply can't get excited about mainstreaming. Moreover, I have real questions about whether it is a desirable policy at all, law or no law.

My questions do not arise out of any lack of humanitarian feelings. Far from it. I am--I think--rather sensitive to handicapped people, especially kids--and I was most moved by the testimony of several of the adults at our last meeting, especially that of the blind woman. Indeed, I have a close relative who is blind. So my concern does not arise out of insensitivity to the handicapped.

My concern arises, instead, out of two things. One is sensitivity--or sympathy--to the other people involved in mainstreaming, the students and teachers into whose midst the handicapped are mainstreamed. I do not see how we can deal with the so-called needs of the handicapped without also dealing with the so-called needs of the other students and teachers who are affected by efforts to meet the needs of the mainstreamed.

I think, for example, that mainstreaming is built on some fallacious assumptions about kids--about teaching--and about teachers. One assumption is the more we know about people different from us the more we can empathize with them and develop positive feelings for them. I am not sure this is true. I do know many instances where familiarity has bred contempt--and I suspect this happens in mainstreaming, too. A recent visit to a local high school during the time classes were passing proved illustrative of this. Students in the hall (deliberately in my judgment) jostled an individual in a wheelchair beyond all reason as the crowd moved along, obviously trying to make some statement about their relationship with her.

Another assumption is that teachers have the time and talent to individualize for one or two students in the midst of a class of thirty or so. Teachers tell me it's impossible to meet these and other demands on them if they are to do what they consider quality teaching for the majority of their students. I wonder if this approach doesn't water down what is done for most kids.

My concern also arises out of economic and social policy considerations. Briefly stated, my feeling is the social/economic cost of mainstreaming--and the opportunity cost--make it appear to be excessive for the benefits received. We live in a society of scarcity--not abundance, as we are coming to realize. I wonder if the use of our resources--of time, money, teacher talent and so on--is well spent on making IEP's, on individual instruction and on all the physical accoutrements required to accomodate some handicapped. Given all the demands on these resources are we--quite candidly--spending them on the right clients? Is the pay-off as good or better than it would be if we IEPed our bright students--or our average students or if we used our money and teachers in other ways? Is the impact of this use of resources in the best interests of society as a whole?

These are my questions--not whether it's ethically right but whether it is the school's function to mainstream, and if so, to what extent and how far the school as a social institution should go in trying to meet these needs of the handicapped without negatively affecting others affected by these efforts.

These doubts or arguments may be old hat to you. I suspect those of you who have been involved in special education for years have heard this all before. But I haven't heard it nor have I had it dealt with.

In a way my position may resemble the Southern red neck attitude toward integrating blacks into schools. The arguments are similar, I think. I hear many of them today even at GMU, and I feel repelled by them as some of you may feel at what I have said. I do feel embarrassed by articulating these doubts. What I seek by so doing, however, is answers--convincing arguments or rationale for mainstreaming handicapped kids in regular classes. I need people to talk to these points to help me deal with what may be my own handicap!

An Equality Perspective

by

B.J. Schuchman, Associate Professor of Education-Guidance and Counseling

Often, when examining ideas and concepts, it is helpful to examine how they developed. Since we are each sharing our perspectives about mainstreaming, I need to include this as part of my perspective. Looking back into history we see that the handicapped have been treated in various ways. Ancient Hebrews saw physical defects as the mark of a sinner. The Nordic cultures made them gods. In Polynesia, the handicapped were left to die. In the United States, less than one hundred years ago, handicapped individuals were placed in insane asylums, jails, or otherwise removed from public view.

The civil rights movement of the 1960's was directed towards achieving recognition of the rights of minority group members. It was a movement which caught the attention of the general public and created a state of readiness for advocates of handicapped persons who made a plea for equal treatment and opportunity. The handicapped asked for and finally received recognition as a minority whose rights to education had not been assured. With the passage of Sections 503 and 504 of the Vocational Rehabilitation Act and later enactment of P.L. 94-142, opportunity to develop their talents, skills and abilities in public schools and to seek higher education and employment was made a matter of law.

Mainstreaming was introduced to education several years ago, however legislation provided guidance for action. Each handicapped child needs an opportunity to learn in an environment which enhances rather than restricts or curtails experience and growth. For the last twenty years it has been commonly claimed that public schools provide opportunities for children to learn at their own speed and to develop their individual skills and abilities. After passage of 94-142, many educators were in the uncomfortable position of proving that they were indeed providing for the handicapped those opportunities previously claimed as assured for all students. We have all read the literature and talked to enough people to know that mainstreaming is a complex and difficult process involving individual education plans, least restrictive environments, and due process. But it is important to remember P.L. 94-142 was established to insure the right to education.

What are some of the sources of difficulty in implementing mainstreaming? Attitudinal barriers exist which have been founded on poor information, limited experience and misunderstandings. Remarks made today about familiarity breeding contempt remind me of an article written by Anthony in which he reported that neither contact with disabled nor information alone served to change attitudes but what did have a favorable impact on changing attitudes was contact which was reinforced with information. Anthony's research has a pragmatic appeal.

Another source of difficulty in implementing mainstreaming, is that when we speak of the deaf, the blind, or the physically disabled, we are focusing on the handicap instead of focusing on the individual as a person with a handicap which may affect learning in a unique way. Speaking of the handicap in this way also makes it more difficult for us to remember that the handicapped are included in the normal distribution of all traits such as intelligence, humor, patience, perseverance, laziness, etc. It occurs to me that at this point, I sourd like Pollyanna saying that anyone can relate easily to individuals who are handicapped. My background is not in special education. However, I have had many contacts with handicapped persons. If you will excuse a personal example, I can vividly remember my efforts to talk to a young college student who is deaf and has cerebral palsy. His muscular control is such that when he signed (used manual communication) I would be forced to rely on contextual clues and perceived approximations more than observed signs to carry on my share of the conversation. Each encounter is a vivid memory to me not because it was easy but because it demanded high concentration. It was hard work.

A third source of difficulty in implementing mainstreaming is the cost factor. Many school systems see this as a serious problem. In these days of restricted budgets, it is becoming a more serious problem in that it offers ammunition to those who would like to abolish all concern over the educational rights of the handicapped.

As we look around our schools and our colleges, and examine how individuals react to experience with mainstreaming, there are four distinct groups which appear. The first group could be identified by the use of the phrase "they don't belong here with normal kids. . ." Individuals in this group have had negative experiences or they have a natural aversion to anything different from what they perceive as the standard or norm. "Poor thing" would be the common expression for individuals in the second group who seek to do everything for the handicapped. The result is that they deny the handicapped independence and feelings of self-concept and competency needs of all humans. The third group can be described as surprised, they would say "Who, me? ... in my class?" as a way of expressing disbelief in their own capability to respond (more than opposing making a response) and proceed to make changes in a very tentative manner. The fourth group is the one composed of those with more experience and knowledge. The expression that would be more common among this group is "What can we do that will facilitate learning for this person?" As a result of their past successful experience, they have the confidence to utilize unusual and innovative approaches.

Take these same individuals and realize they are teachers, counselors, and principals in our educational environment. Stir in a little anxiety about performing their jobs for a demanding and increasing vocal citizenry of multiple viewpoints. The anxiety of each of these four kinds of persons is exceeded by the anxiety of the handicapped student who doesn't know which of the four he/she will encounter--the ones who will reject, the ones who will sympathize, the ones who are willing but confused, or the ones who will accept them in a matter-of-fact way and proceed to move on. The anxiety of the teacher/counselor/principal and the child can be stressful enough to begin an increasingly negative cycle of interaction.

As a last point, I would like to mention a final concern. We talk a lot about the establishment of the IEP and what it means in terms of the law. It seems that we don't give much attention to what happens after the IEP is prepared and the practical realities of how it is implementend. The teacher who is going to work with the child needs to be supplied with information about past learning experiences, educational and career hopes and special needs for assistance or equipment. As I travel to various schools, comments from teachers and counselors indicate to me that this kind of information is not readily available. As teacher educators, perhaps we need to make certain that future teachers and counselors know the basic questions to ask to get the information they need to work effectively.

A Heterogeneity Perspective

by

Julian Stein, Professor of Physical Education

Do you think of Venus DiMilo as a double arm amputee?

A poster in Canada shows an individual in a wheelchair; the only caption simply states, "If you look at this long enough the wheelchair disappears!"

Recently at a regional convention of a national professional association, a presentor in a wheelchair continued to wheel back and forth and up and down the aisles. Finally he matter-of-factly said, "I'm making many of you uncomfortable. I've got to get you to separate me from the wheelchair before you will listen to what I have to say!"

As that great American philosopher, Pogo, so aptly and astutely observed, "We have discovered the enemy and he is us!"

How many apprehensions, misunderstandings and misapplications of mainstreaming have been created by adults; teachers and parents as well as the lay public? After all, we are all products of the same society and culture which until recently hid, protected, and through arduous, devious, and often hideous ways, cloistered individuals with handicapping conditions. Whether parent or teacher, until recently few of us saw individuals with orthopedic conditions, people in wheelchairs, or persons with severe limitations, much less had opportunities to get to know them as individuals with the same interests, abilities, hang-ups, and ranges of characteristics as able-bodied persons.

Change comes slowly. Change involving attitudes and emotions comes even more slowly. In fact, as emotion gets more intense, functional intelligence goes down. For many individuals, acceptance of persons with handicapping conditions is still at emotional--not intellectual - levels.

Review of The Education for All Handicapped Children Act (P.L. 94-142) and Section 504 of the Rehabilitation Act (P.L. 93-112) does not reveal the word mainstreaming, the term that nationally has created many emotional roadblocks to integrating children with handicapping conditions into regular school programs and community activities. In P.L. 94-142 the term used is least restrictive environment. In Section 504, two different terms are found--most normal setting possible and most integrated setting feasible. Developers of regulations for these two historic laws have made it manifestly clear that although the words differ--intent, interpretations, and applications are identical. Herein lie nuances that have been overlooked--unintentionally or otherwise--by too many individuals and groups responsible for seeing that every child with a handicapping condition obtains a free, appropriate public education in the least restrictive environment guided by a written, individualized education program.

Least restrictive environment, most integrated setting feasible, most normal setting possible, all require options, a continuum of alternative placements to determine which educational environment is least restrictive, most integrated, or most normal for the individual at that particular time in the specific learning experiences at hand. None of these intend or imply doing away with special and segregated programs any more than they condone placing all children with handicapping conditions in integrated settings. These approaches make no more sense than placing all students with handicapping conditions in special, segregated classes and programs based on labels, categorical generalizations, and hardened categories. These approaches simply represent the other side of the coin these laws have been designed to change; neither side of that coin is appropriate nor has the best interests of individual children foremost. In fact, a basic tenet of these legislative mandates has been to get the medical model out of educational decisions on educational interests, needs, abilities, and disabilities of each child.

Providing equal opportunities in least restrictive environments for students with handicapping conditions is both a goal and a process. As a goal, every individual with a handicapping condition must be given opportunities by which he/she can grow and develop to the fullest of his/her potential alongside able-bodied classmates. As a process, ways and means of making the goal a reality are necessary, recognizing what is and is not intended is also necessary. For example, many individuals in wheelchairs have been relegated to segregated schools, special classes, and other inappropriate educational settings simply because they could not get through the front door--or any door--of the closest community school. Many individuals have been burdened with the label of learning disabled when the real culprits have been teacher and/or curriculum disabilities. Many individuals continue to be six hour mentally retarded children--nine to three, five days a week, September to June. Many other mentally retarded children meet only one of the internationally accepted criteria for mental retardation--they have intellectual deficits but have no difficulties with adaptive behavior; public schools are the worst offenders in these processes.

Review of school philosophies as far back as one cares to search reveals no qualifications limiting or delimiting the basic educational goal for providing opportunities so that each student can reach his/her fullest potential. Words such as each, every, and all are used to identify students for whom schools are responsible. School philosophies themselves have never suggested that individuals with physical, mental, emotional or social problems not be included among students for which schools are responsible. In many ways both P.L. 94-142 and Section 504 simply put in no uncertain terms that which we professionally have been saying since the advent of the great American educational experiment--education for all. Zero reject, free appropriate education for all students regardless of type or severity of handicapping conditions have simply made us give more than lip service to that which we have always advocated.

Undoubtedly many professional educators have failed to recognize these basic truths; they have felt pressures of legal requirements and as a result many reacted negatively and defensively. Conversely, many special educators are not totally committed to integrating their students into regular educational programs; their reasons are often narrow and provincial--fear of losing professional identities and personal positions. Emphasis needs to be away from legislative mandates and legal requirements and placed upon professional, ethical, and moral responsibilities that have long been elucidated in educational circles in every nook and cranny of this great nation.

However, it is easy to understand attitudes of regular teachers to what is now being asked of--no imposed upon--them. For years classroom teachers and other regular educators have been told to stay away from students with handicapping conditions; these students were the responsibility and prerogative of special education. Only if one had special training, knew different curricula and approaches, understood medical intricacies of handicapping conditions, ad nauseum, could one be able and capable of working and dealing with students with handicapping conditions; differences are simply different kinds of differences. These teachers are reminded that today emphasis and attention are given to individual needs of students, so good teachers can deal with and have no difficulties in meeting needs of students with handicapping conditions placed in their classes. Regular teachers are not convinced and still must be shown in practical, concrete, ways the new message is accurate. After all, the other message had been given for a much longer period of time; deeply entrenched attitudes change slowly, especially when they are emotionally charged.

In many ways questions of homogeneous versus heterogenous grouping are raised. In reviewing such questions objectively and unemotionally, explorations must be made of the extent homogeneous grouping has been for administrative ease and organizational expedience. Other questions must be raised about student characteristics upon which homogeneity is based. Each learning activity must be considered in terms of appropriate grouping procedures to insure optimum educational settings for every student. When students are always with the same group, the same type of students, they can get into ruts that adversely affect their abilities to grow and develop. Students in lower groups do not have opportunities to interact with and see individuals with higher abilities as positive models. In implementing a heterogeneous approach, students at lower ability levels have opportunities to benefit from skills and abilities of students at higher levels. At the same time, higher functioning individuals must not be held back but must be insured opportunities to continue to grow, develop and prosper. Individuals who are disruptive to the extent they adversely affect learning opportunities of other students are inappropriately placed if in regular class settings; this is made very clear in rules and regulations for both laws. In many ways we are talking about sophisticated versions and 1980's approaches of the one room school!

Equality of opportunity can be accomplished in diverse ways. This can mean making accommodations for individuals with handicapping conditions not afforded able-bodied persons; equal treatment can in and of itself be discriminatory! Distinctions must be made between special educational needs and needs which can be met through accommodations. Special needs are of such a nature that they require quite different goals and objectives than needs of students in regular classes and programs. This does not mean that special needs must necessarily be met in special or segregated settings even though special attention must be given to attaining these goals and objectives. Accommodations can take many forms--adapted equipment and devices which modern technology is almost daily improving for the most severely and multiply involved individual; modified organizational approaches and administrative procedures appropriate for individuals needing such adaptations to insure safe, successful, and personally satisfying participation; individualized methods and techniques; differential program approaches being used increasingly in schools at all levels; guided discovery and exploratory approaches; contract techniques; use of peer tutors; and buddy systems. Involve the student him/herself to assist and suggest ways that can be helpful in making educational experiences and opportunities more valuable for him/her as a student--and as an individual. It is vital to make the student an integral and active partner in this process.

Placement must be considered in deliberations of the individualized education program planning process. Not only must goals, objectives, activities, methods, and evaluative criteria be considered, but also amount of time the student can be integrated into regular programs and activities. The appropriate least restrictive environment must be recommended for each activity, not on carte blanche bases for all educational activities and experiences. Unfortunately, this aspect of the individualized educational program planning process is not always considered and executed in ways intended by legislative mandates. These factors must be given primary and appropriate attention so that decisions are in the best interests of all concerned--able-bodied and disabled alike.

Put quite simply, teachers must really believe that the students, not the curriculum, must be the center of the school. The first step to individualizing instruction is getting to know each student as an individual; instruction cannot be individualized without knowing the individual. Earl S. Miers, in a speech while President of the National Easter Seal Society for Crippled Children and Adults, put it this way in relation to students with handicapping conditions:

> "Today if a crippled child possesses normal intelligence, is educated properly, and receives the faith he deserves, it is no longer acceptable for anyone in placing a prop under his body to place a ceiling over his potential achievement."

An old saying states:

> "If you treat a man as he is, he will remain as he is. If you treat a man as he should and could be, he may become what he should and could be. Never underestimate another's potential for no man has a right to set limitations and restrictions on another man's potential."

Pogo's philosophy and hypothesis have become much clearer and more meaningful!

Diversity to Dialogue

by

Barbara K. Given

Grosenick and Wood (1978, p. 177) noted that "some faculty members will be philosophically opposed to Public Law 94-142 and will openly resist making changes in their courses." While this must certainly be true, it is important to inform readers that fostering and maintaining an open climate for sharing thoughts, feelings and beliefs is resulting in productivity and change at GMU. According to Reynolds (1982) ". . .the best teacher-education programs probably are those in which the faculty members have fully aired their ideas and come to some agreement about what schools should achieve and how teachers should perform to insure those achievements" (p. 6). This being the case, the GMU teacher preparation programs must certainly be among the best. There is never any hesitancy to air views with the intent of persuading others. On the flip side, airing views is also done in the hope that others will identify the absence of logic and become the persuader.

Whitmore (1978, p. 277) and colleagues at George Peabody College for Teachers outlined a set of philosophical/psychological principles to govern the selection of strategies to change teacher behavior relative to mainstreaming. These same principles may be aptly applied to college/university faculty. One principle is: to effect lasting change in a behavior pattern, the individual must make a conscious decision and effort to change. Making a commitment to change requires a commitment of time and energy as well. Since George Mason University is one of the fastest growing institutions in the nation, each faculty member has many commitments just to maintain the status quo. Adding new commitments must be done with deliberateness in order to keep from over extending one's physical and psychological energies. Mandating involvement with the Dean's Project and insisting on curricular changes would only result in depressing morale and producing a sense of being overwhelmed. Soliciting involvement, on the other hand, and obtaining active participation gives faculty opportunity to come to grips with mainstreaming issues in a less threatening, more self-directed manner. This approach has resulted in each faculty member submitting a matrix of what mainstreaming concepts are taught in which courses. After two years the majority of faculty have revised or are revising course syllabi to reflect new knowledge for skill development of preservice teachers; thus the open, straight-forward approach for sharing concerns, beliefs and thoughts, as demonstrated by the four presentations is reaping what appears to be lasting change in faculty behavior patterns.

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Section II
RAISING AWARENESS

Introduction: You Can't Taste the Cabbage If You Leave It In Your Bowl . . . . Barbara K. Given

Aquatics for the Disabled . . . . Louise Priest

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On What Teachers and Counselors, Parents and LD Students Should Know to Prepare LD Students for College Success: A Panel

Presentation . . . . Susan Hastings, Ander Fleming, Jennifer Rugel, Carol Sullivan, Tim Loomis and Barbara K. Given

Introduction: You Can't Taste the Cabbage If You Leave It in Your Bowl

by

Barbara K. Given

Cooked cabbage makes homemade vegetable soup extraordinary, but I didn't know that until I was an adult because I always left it in my bowl. It looked so weak and yukky and the thought of putting that awful texture in my mouth made my nose wrinkle. My mother encouraged me to try it and many times I was the last to leave the table because I had not yet taken one taste. When I did muster the courage to sample a bite, my attitude toward how it would taste prevented me from really finding out the truth. I held my nose and closed my eyes as the spoon approached my mouth. As soon as my lips sensed the intrusion of the unacceptable cabbage, I quickly grabbed a glass of milk and gulped as if my being was in danger of collapse. I did not find out how cooked cabbage really tastes until my attitude was open and willing to give it a fair chance. And so it is with handicapped children--until teachers are prepared to give cabbages a fair opportunity to demonstrate their strengths, all that is seen is weakness. Before teachers can be appropriately prepared, university faculty must undergo attitude adjustment and skill development. That is what the federally funded Deans' Grant Projects were all about.

Attitude adjustment toward handicapped individuals, their educational needs and rights does not result from one or two encounters with advocates for the handicapped any more than watching others enjoy cabbage resulted in my liking it. Donaldson (1980) reviewed literature on modification of attitudes toward disabled persons and found three major factors in reducing negative or stereotyped attitudes:

1. status of handicapped person(s) in relation to nondisabled persons (age, social, education, vocational status).

2. allowance for sanctioned staring and other methods of discomfort reduction, and

3. avoidance of inadvertent reinforcement of stereotypes (pp 504-514).

To elaborate on these factors Donaldson stressed the need to develop intervention strategies based on theoretical constructs. He cited a Lewinian theory whereby the intervention must reduce restraining forces or increase driving forces. Applied to our topic, the handicapped can reduce the restraining force of discomfort of nonhandicapped persons by making known their feelings about their disability and the curiosity of others, and by providing some structure for interview interactions (p. 509). Donaldson stated that change happens when discomfort (the restraining force) is reduced by a significantly powerful message which "unfreezes" a currently held belief and when information processing is coupled with presentor credibility to increase the driving force (pp 509-510).

As implied in a later chapter, "Forces Behind the Mainstream Current," unfreezing beliefs includes setting appropriate expectations and avoiding patronizing attitudes. Rosenthal's rat studies as described by Lanier (1982) make this point well:

> Graduate students, required to train rats as a part of their program of psychological studies, were frequently told that their class would be divided and half of them would be asked to train slow rats and the other half would be asked to train the fast, apparently smarter rats. The rats did not really differ in ability . . . Although the learning tasks and training procedures were typically the same for both sets of trainers and rats, the general results were surprisingly different . . . . (When asked) to describe their instructional approaches and techniques . . . Trainers of the "smart" rats said things like--"when the poor little fellow didn't learn, I knew that I had to be doing something wrong; after all, he was supposed to be a smart rat. I knew that I had to try a modified approach to teaching, encourage him to take just a few more trials, or modify the reward provided when he came closer to doing it right." In contrast--the trainers of the "slow" rats said things like--"when the poor little fellow didn't learn, I felt sorry for him; after all, he was slow, and I knew that I just had to be patient. Pushing him too much would be unfair and might have negative effects, so I let him rest occasionally--you could tell when he was getting tired." (pp 17-18)

Not only do teachers need to investigate their attitudes toward handicapped persons, they also must prepare the classroom environment for peer acceptance. Johnson and Johnson (1980) advance the use of a social judgement model which addresses structure of the mainstreaming situation in order to increase acceptance of handicapped students by their nonhandicapped peers. This model of rejection-acceptance is based on research comparing cooperative, competitive, and individualistic modes of instruction. Johnson and Johnson stress the need for skilled teachers who can use strategies to structure cooperative learning activities in the classroom. They state:

> The most important aspect of mainstreaming is the establishing of accepting and supportive relationships between handicapped and nonhandicapped students. This may be accomplished by structuring cooperative learning experiences in which handicapped and nonhandicapped students work together to achieve learning goals. . . . Competitive and individualistic learning experiences tend to promote a process of rejection within which the nonhandicapped students' negative impressions of handicapped peers are continued and increased. (p. 97)

Section IV contains an edited transcript of a presentation made at the last GMU Dean's Grant Retreat by another Johnson brother in which details of the cooperative model were presented.

McKalip (1979) advises that since the need to be accepted and the need to belong are basic psychological human needs, steps should be taken to prepare individuals to accept differences among people. The steps McKalip advocates are:

1. develop or enhance people's attitudes to empathize since attitudinal change rests on the degree and nature of the person's ego involvement and empathy,
2. provide opportunities for persons to examine their attitudes, feelings, and actions while focusing on empathizing, and
3. provide exposure to handicapped individuals in a positive environment.

Translation of the foregoing literature research into a workable plan of action resulted in attitudinal changes at GMU. Many approaches were taken to raise levels of awareness and to modify attitudes--printed materials were distributed with regularity for inclusion in a reference notebook, films were shown in the hallway to give passersby a sample of what was available, presenters from public schools and community agencies came to the university to share their views, field trips to various schools were conducted, and attendance at local and state conferences pertaining to education of the handicapped was sponsored by the Project. As found in the research, the most powerful change agents were handicapped adults who spoke with faculty contemporaries in a straightforward, no-holds-barred interchange. The best advocates for mainstreaming were those who gave first hand scenarios of what being in a class with a teacher who is either unaccepting and/or unprepared to work with handicapped youngsters is really like. Positive scenarios recounted as a result of acceptance and preparation, were in stark contrast and powerfully influencing.

Unfortunately, many presentations went unrecorded and cannot be shared, however, edited transcripts of several presentations are provided in this section.

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Aquatics for the Disabled

by

Louise Priest

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I would like to do two things here today; I would like for us to consider a rationale for aquatic activity for the disabled, and then to take the second half of our time together to look at ourselves as teachers; a bit of introspection, if you will. First, why do we advocate aquatic activity for disabled persons?

I guess I will never forget the time, some years ago, when a little guy with cerebral palsy looked up at me with big, blue eyes from where he was resting, propped up in the corner of the pool, and said, "You know something, Louise? This is the only place in the world where I can walk!" It just tore me up! But it was true; for him, with his disability, walking was not possible on land, but the water provided the support, lessened the need for weight bearing and balance, and made it possible for him to have independent mobility; a time of freedom from disability, a time to achieve. Looking from his perspective, there was no question about why he should be in the water! We have all heard rehabilitation defined as "restoration of an individual to fullest physical, mental, and social capacity," and aquatic activities can unquestionably provide for that kind of development. Let's consider the several ways that can happen.

When we say there are physiological benefits in aquatic activities for the disabled, exactly what are we talking about? The physiological benefits really fall into two categories of development: organic development, or physical fitness, and psychomotor development, or motor performance.

Organic development consists of the following components:

- Cardiovascular endurance - the ability of the heart, lungs, and circulatory system to sustain vigorous activity.
- Muscle endurance - the capacity for continued exertion; the ability of the muscles to sustain activity for increasing periods of time.
- Strength - the ability to exert force. (Power is the capacity to release force with sudden exertion.)
- Flexibility - the ability to bend, stretch, and move through a normal range of motion.

The factors that contribute to psychomotor performance are:

- Speed - the ability to act or move quickly.
- Agility - the ability to change direction with controlled body movement.
- Perceptual motor factors include:

    Balance
    Kinesthetic sense
    Laterality
    Dominance
    Spatial relationships
    Visual discrimination
    Auditory discrimination
    Eye-hand coordination
    Eye-hand-foot coordination
    Directionality

Now, we all know that research studies have shown that a well-planned physical activity program contributes to organic and motor development. I remember years ago hearing the Mayo "axiom": "one of the most fundamental of physiological laws is that an organ or system improves with use and regresses with disuse."

For the handicapped individual, participation in swimming activities, where the water supports much of the body weight, may be the only opportunity for development of these areas. Because of the lessened effort of gravity, there is less weight on the joints and less strength required for movement, and an independent upright position may be more easily attainable. As a consequence, the overall activity level can be raised. It is often true that in warm water, individuals can achieve greater relaxation and increase their range of motion and flexibility. All of these benefits are more easily attainable in the water than on land.

How about the psychological benefits; what are they? First, I want to say that entirely too much emphasis has been placed on the "psychological maladjustment" of disabled persons. Authorities agree that the common association between psychological maladjustment and physical disability is a grossly over-simplified myth unwarranted by the facts. It is just simply not true that everyone with a physical disability has psychological problems. So as we look at psychological aspects, let's don't think of them as experiences in the aquatic environment which overcome maladjustment, but in the positive vein of experiences which might not be as easily achieved on land. So - what are these psychological benefits?

- Experiencing success is one. The opportunity to do something well and to enjoy the feeling of success is of special importance to an individual with an impairment. In a society that is structured for the non-disabled, success is too often denied the person with a disability. Well planned aquatic activity can provide goals that are attainable. The opportunity for success should be a part of every aquatic experience, especially in programs for the disabled.

- Enhancing Self-Image - Being successful in any endeavor enhances an individual's self-image, and to a retarded individual with limited academic ability, for example, the success available through aquatics may be doubly important. Success in the eyes of other people, especially peers, is possible for all disabled individuals, regardless of the nature or extent of disability. Such success increases the individual's regard for his or her worth and abilities and decreases the emotional impact of the disability.

- Lessening the Evidence of Disability - Many impairments are far less evident when the individual is in the water. It is often true that a person who is confined to a wheelchair on land is capable of walking unaided in the water. This independent mobility, so often taken for granted by the non-disabled, can be a tremendous psychological boost for a disabled person.

How about the third aspect of rehabilitation; the social functioning of the individual? You are well aware, I'm sure, of ways society can make an impairment become a great handicap. We don't hide our disabled people in closets anymore; at least the incidence of that is considerably reduced; but, we still have many architectural and attitudinal barriers. There's still a need for mass education. And how does an aquatic program help? Some of the ways are:

- Peer Group Interaction - Aquatic programs can provide opportunity for peer group interaction and acceptance. The little guy or gal who can't play baseball or hopscotch, may well be able to swim as well as his or her non-disabled peers, and interaction on a base of equality is really important.

- Learning Social Skills - The aquatic program is an ideal place to teach basic social skills to youngsters who need them. This is especially true for the severely retarded, most of whom need training in dressing, showering, and other self-help skills. Other social skills like sharing, waiting your turn, etc., are often necessary components of a program.

- Normalization - (I hate that term: because, who knows what "normal" is? I use it only because it is an accepted term in common usage in our field, and perhaps also, because I can't think of a better one.) Normalization is a concept which has grown from the need to provide impaired and disabled persons with the same experiences as the non-disabled. Within the range of his or her abilities, every individual should be allowed the opportunity to function in the mainstream of society.

- Safety - There are still far too many drownings in this country, all of them unnecessary, and too many of them of disabled persons. I remember a year or so ago reading a story about a little disabled girl who went out boating with her daddy. She

> was wearing her heavy braces, and for some reason (which I don't remember) the boat capsized and those braces took her straight to the bottom. The story told how she lay on the bottom, holding her breath, thinking, "Daddy's going to get me in time..." and of course "Daddy" did...but it never should have happened. Not that she shouldn't have been in the boat; she should have been; but, not without adequate provision for her safety! Needless to say, a swimming program that teaches water adjustment, safety skills, and swimming skills in whatever degree possible, will unquestionably enhance the safety of the individual and his or her family as they engage in aquatic recreation. This is undeniably a social benefit and is one of the primary goals of the aquatic program.

Now, I would add only that our basic philosophy in all of this is to Focus on Ability: to look for, and maximize any and all ability that a student has. What a physical educator would call "finding baseline," right? I can perhaps best illustrate what I mean by telling you about a young friend of mine.

A few years ago, I was directing a program of swimming for the handicapped, and we had a young man named Jimmy Baskett in our program. Jim had cerebral palsy and was the most involved C.P. we had in the program. Actually, the toughest thing with Jim was to get him dressed--especially his shoes; we had, every week, what we came to call "The Battle of the Shoe." Those toes on his left foot would curl up so tight, that sometimes we just couldn't get the shoe on. Many times he went back to school with his shoe in his lap, instead of on his foot. I was taking a course in physiological psychology at the time, and one night we spent a good bit of time in class discussing reflexes. One in particular interested me, the extensor thrust reflex. Pragmatically, this reflex allows for relaxation of one foot and leg while the other is receiving pressure and extending. (You see this action in walking.) Sitting in class and hearing this discussed, the proverbial light bulb appeared in my mind, and I thought "The Battle of the Shoe!" So the following day, I instructed the young men who were working with Jim, to call me before attempting to put his shoe on. When they called me, I came in and said to one of them, "Now, you take your hand and press really hard on the bottom of Jim's "good" foot, just as if he were walking and putting all his weight on it." So he did that, and I took the shoe, and it just went right on the difficult foot; the "Battle of the Shoe" was won. I had applied a little academic knowledge, looked beyond disability... focused on the ability.

On another occasion, Jimmy was enthusiastically engaging in one of his favorite activities, walking in the pool. Reaching across his body like this, he held the side of the pool and moved independently, walking across and back, until I was afraid he was really overdoing the activity. So as we stopped in a corner of the pool, I moved my knee under him to provide the "seat" which was his resting spot, and said "Jim, I think you should rest now." His "No," while not too clear, was emphatic. But I left my knee there anyway, because I had decided, you

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see, and again said, "Yes, I think you should." Again came his "No," and then, since my knee remained, he took that one moveable hand, and with great difficulty, brought it underwater and pushed my knee away. Jim, you see, was looking at his ability, and I was looking at his disability.

Well, enough about why. Now I'd like to take the remaining time to have us each look at ourselves. No test, no overt response wanted; just think about yourself as we consider two questions, and then I leave you with one request.

Question #1: Why are you here? Not here, in this room; but why do you want to teach the disabled? Perhaps it would be better phrased, "What do you expect this to do for you?" I don't want to hear altruistic reasons: I believe we invest our time and ourselves in an activity (or a profession) because we expect a return on that investment. It is natural that we should; it is not wrong to expect a return. It might be easier to figure out what the return is if we consider briefly what our needs are. No, relax! I'm not going to take you through Maslow's hierarchy! But I do believe that needs, either real or perceived, do motivate people.

I hold the opinion that we have three primary areas of psychological needs. They are: 1) Love and affection. Many people can meet one's love and affection needs; spouse, girlfriend/boyfriend, parent, the children and adults we teach. 2) Self worth. All of us need very much to feel that we are of ourselves worthy; valuable as human beings. Many books have been written about the self concept, its development, and its critical nature in terms of adjustment, etc. Recognition of achievement is so critical to that; the feeling that others recognize what we do as good. Our feelings of self worth are built, really by the actions of others. A psychologist once said that the most important thing a parent could give a child was "unconditional positive regard." That is a superb concept, and I see so few parents do that. At any rate, we do need a positive feeling of self worth. 3) Autonomy - or the "mother please-I'd-rather-do-it-myself" syndrome. All of us need a feeling of autonomy; the knowledge that we, ourselves, have done this thing, or are free to do that thing, or have accomplished this goal alone. If you want to kill motivation, take away autonomy. (Unfortunately, too few leaders in bureaucracies recognize that fact; or are able to deal with it.) Of course, the directive, autocratic teacher can do that effectively, also.

I believe we should recognize these basic psychological needs in ourselves, and also in those we teach. Our 'return' as teachers may very well come in these areas; but, being teachers, it is incumbent upon us not to let our gratification interfere with the needs of our students.

Question #2: Why do you think you have the capacity to teach? What characteristics does a teacher need, anyway? I'm going to list some, arbitrarily, that I consider important for teachers in this program.

1. The capacity to care. Pablo Casals once said, "The capacity to care is the thing which gives life its greatest significance." I

happen to agree with that, and believe that teachers, especially, should have the capacity to care about others. I mention it also because there are people who do not have the capacity; and I am not putting a value judgement on that; I would not hold a pejorative stance against them. I simply say that I believe teachers should care.

2. Knowledge - There are, unquestionably, some "knowledges" you should have. Basic understanding of the behavioral aspects of some disabilities, the physiological aspects, the developmental aspects, how to handle seizures in the water; that kind of thing. But don't think you have to know everything to be effective; you don't. What you must have is a positive attitude toward acquiring knowledge. You've undoubtedly heard the old saw about two teachers who had taught for 20 years: one had had 20 years of experience, the other had had 1 year's experience 20 times! Are you learning from your teaching experience - and in other ways? Are you actively searching for knowledge? Now, I will put a value judgment on that; I believe that it is incumbent upon us as teachers to actively enhance our knowledge base. Do you expect your students to be enthused about acquiring knowledge if you are not?

3. Touch - What is your attitude toward touch, toward being touched? Touch has always seemed to me to show approbation, approval. There are, however, people who do not like to be touched. I'm not talking about tactile-defensive children, now; I am speaking of those simply who do not like to be touched, who find it very difficult when their "personal space" is invaded. If you don't like to be touched, you don't want in this program, because you'll get touched, friends. And hugged and kissed - maybe inappropriately. So you need to be tolerant of it, aware of the possibilities, and help others understand it. I once lost a perfectly good volunteer because he was kissed three times in one session by the young man he was working with, and he just couldn't handle that. My fault; I should have prepared him.

4. Prejudice - Most of us like to think that we don't have any. But I would like to submit to you that we begin learning our prejudices at least by the time we can walk and talk, and that some of them are so deeply entrenched that we do not recognize them at all. Consider, if you will, in this day of 504 and PL 94-142: How do you really feel about the disabled? Do you look a quadraplegic in the eye - or look the other way? What do you think about when you see retarded persons doing their own grocery shopping? Does it surprise you when a blind man runs a marathon in less than three hours? When a cerebral palsied person starts talking to you with explosive speech, hard to understand words, and all those useless arm movements, do you assume that person is retarded? The majority of people in this society, you know, look at physical disability and infer mental incompetence. (A totally invalid assumption of course.) The majority of people in this

> society are prejudiced against the disabled. And the removal of prejudice (from our own minds, now, I'm talking about) is a life long, incisive process.
>
> I am constantly amazed at the human brain; what it contains, retains, and recalls. Let me give you an example. Two years ago I spent some time in a certain city on a multi-faceted assignment. In the first three days I met with two Red Cross Chapter Boards, did two radio shows, two TV shows, and met with curriculum committees in two different universities. At the close of those three days, I faced 2 1/2 more hours in which I was to teach an instructor course in Adapted Aquatics. I returned to my hotel in dire need of rest, only to discover that it was the weekend of state hockey championships, and the eighth grade teams were all checked into my hotel. Since it was obviously going to be a while before quiet reigned, I, with all good grace, retired to the bar for a nightcap. Two scotches later I decided to attempt sleep. Dodging my way through running, yelling youngsters, I retreated to my room. Now, I am not one to complain to hotel managers; had not, in fact ever done so, but when at 1:00 a.m., the yelling and running continued, and the pounding was on my door, I called the manager. (I knew the manager was my only hope; the coaches were in the bar.) Being exhausted, I finally managed some sleep, only to be awakened at 5 a.m. by more pounding. Standing in a cold shower in an effort to become alert, I composed speeches I yearned to deliver to the coaches (the coaches, not the kids after all, were to blame), and my mind thought "Now, if the kids were retarded, I'd understand it."
>
> Why!? Where, buried in my mind, was the concept that improper behavior is both expected of, and excused in, individuals who are retarded? Is that not a prejudice? You bet it is! Unfounded, unjust, and buried in my mind even after 15 years of face-to-face experience to the contrary. And so I say to you, prejudice is deep rooted, can and will surface in unexpected ways, and you must guard against it always.

Now, those were my questions; here is my admonition - or request. Remember the Role of Expectation. Rosenthal was one of the earlier investigators of teacher expectation on pupil performance, and his work has been replicated. Essentially, Rosenthal showed that "What you expect is what you get." I learned the applicability of this as an undergraduate; we called it "the halo effect": you walk into class the first night, sit in the front row, ask three intelligent questions, the prof decides you're an 'A' student, and you get an 'A'! It works! Now...the problem with expectation is, quite often we limit people (students) terribly by our expectations. We have certain perceptual sets, certain knowledges, certain expectations about how people will behave, or achieve, or whatever; and by our expectations, we "create" those behaviors. We are, after all, as teachers, supposed to be those who know, are we not? I would like to close with a poem about expectation; about those 'in the know', and how wrong they can be. It was written by a high school volunteer, working with an emotionally disturbed child, and is titled, "Those Who Knew."

THOSE WHO KNEW...

"Hate-filled,"
    Those who knew said.
And he climbed sleepily into my lap...
    He buried his tousled head
        in my cool green sweatshirt
    And wrapped his grubby arms
        about my neck...

"Uncontrollable,"
    Those who knew said.
And he lay quietly beside me
    listening to my fairy tales
    and lullabies...

"Refuses to participate,"
    Those who knew said.
And he took my hands and
    let himself be led into the
    midst of dancing and singing...

"Will not cooperate,"
    Those who knew said.
And he stood beside me drying the dishes
    I had washed...

"Will not speak,"
    Those who knew said.
And we walked through the forest,
    talking of birds
    and squirrels and
    flowers...

"Incapable of love,"
    Those who knew said.
And he planted a slobbery little boy
    kiss on my cheek...

"Hopeless,"
    Those who knew said.
And he sang with me
    of stars and happiness...
    He smiled with me at silly jokes...

        THOSE WHO KNEW
          FORGOT
            ABOUT
              LOVE.

They also forgot about the role of expectation; a critical thing, for you as a teacher, to remember.

In closing, I would say that it is important for teachers to know how students learn; it is even more vital that teachers themselves continue to learn. Teaching itself should always be a learning process. I plead with you: do not let what you know interfere with what you could learn.

Impact of the Developmentally Disabled Child on a Family: Part I

by

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Before any presentation regarding impact of developmental disabilities on a family can be made, we first have to look at what developmental disabilities are. We've compiled the following definition from a number of sources:

> A developmental disability is a mental, physical or emotional condition which affects the normal development of an individual. It slows or lessens a person's ability to do certain things that are expected of most adults, such as taking care of personal needs, graduating from high school, getting a job or raising children. The disability occurs before the age of 22 and is expected to last a lifetime.

The Federal legislation which defines a developmental disability states that a person's ability to carry out certain major life activities must be severely affected in at least three of the following areas:

-self care
-learning
-mobility
-self-direction
-economic self-sufficiency
-use of receptive and expressive language
-capacity for independent living

This disability must require special treatment given by many people which will extend throughout life.

In order for a person to have a developmental disability, he must fit into the above definition. If a person is in an automobile crash at age sixteen and is no longer able to care for himself or to hold down a job, he is not developmentally disabled. The difficulty is a result of an injury not a problem in his development.

There are three major times in a child's lifetime that developmental disabilities are discovered. Parents would then learn about the delays:

1) at the birth of the child -problems here would include obvious genetic or chromosomal problems such as Down's Syndrome, birth defects or physical abnormalities.

2) during the developmental age when specific milestones would not be met - approximately ages two months to three years -delays here would include cerebral palsy, infantile arthritis and physical impairments such as hearing loss or speech problems, mental retardation.

3) when the child reaches school age, when diagnostic testing or learning problems uncover a developmental delay. Impairments in this category would include mental retardation and other delays not diagnosed earlier.

When parents learn about their child's developmental delay, they go through various steps or phases in coping with the knowledge and gradually accepting both the child and the diagnosis. Sometimes parents move through the steps quickly; sometimes they might get stuck in one place for a very long time. People who deal with the family can help or hinder the progression.

The process begins at the awareness point when parents first realize their child is different. This awareness can come because the parent knows the child is developing differently from other children in the family or neighborhood, or because some professional (doctor, teacher) has given a diagnosis about the child.

The reaction to this is shock, a numb feeling that settles to deaden the pain of this knowledge. As the numbness wears off, a parent may begin to deny the diagnosis believing that the child is normal and whole. This denial may be more evident when the child is normal looking or when the awareness has come later in the child's life rather than at birth. However, all parents experience some denial of the diagnosis.

The next phase in the process is a gradual recognition that there is something different about the child. At this point the parents are not ready to accept the diagnosis but do see that difference. Parents at this stage begin to search out possible causes for the problems. They run from doctor to doctor hoping someone will either reassure them that there is no problem or that there is a specific physical basis for the difference. Parents may believe that a physical cause could be fixed, giving them back their normal child. The searching is also used by parents as an effort to diffuse their guilt. It also relieves their fear of being a good parent and meeting the needs of a handicapped child. They believe that others will perceive them as "good parents" because they are trying to do what's best.

This step tends to lead the parents to react with anger as their hopes for a normal child are lessened. Often the parent's anger is directed at the professional who is trying to help. The teacher is blamed for a poor school program; the obstetrician for not recognizing the problem in time to fix it. Occasionally the parent's anger may be directed at themselves, at the handicapped child or another sibling.

Throughout the search, parents are still unable to accept that limited intellectual functioning may be the basis for the child's differentness and that there may be no reality factor on which to place the problem. This stage is a common place where parents get stuck. The anger they experience is often never resolved.

The search for a cause ends when the parent accepts the diagnosis and begins looking for help in dealing with the issues of raising a handicapped child. This time the search for solutions can be as frustrating as the other, since the parent will again move from professional to professional looking for the one right person who will ease the burden of care.

As the parents realize that this search is also fruitless, their reaction might be dispair. "Now that every test has been done and every 'helper' sought out, I'm still left with the sole responsibility of this child." Depression may stem from a recognition of the overwhelming task ahead for the parents. Disorganization, a component of depression, may be seen in the parent who no longer keeps records straight, can't keep appointments, or has trouble remembering important ideas. Sometimes a parent may feel that a lot of attention is being paid to the child and will try to redirect some of this attention to himself by becoming ill or hurt. This is a particularly stressful point for a parent. Family changes, including marital problems, behavior problems with siblings and so forth, are often evident at this stage.

The final stage is acceptance of both the child and his/her handicapping condition by the parent. At this point, the parent can begin to work closely with others around meeting the needs of the child. There is an awareness on the parents' part of the limitations that the parents have in meeting those needs. The parents are able to express their own needs and at the same time become advocates for their child. The reaction to this stage is a withdrawal of the depression and dispair. The parents are able to move on with their tasks having an energy that was used in their own grief.

As was stated earlier, individuals move through this acceptance process at varying rates. They often vacilate between stages. Parents in the same household may progress through the process at different speeds so that the father may be still seeking a cause for the disability while the mother is looking for help. People working with the family may be dealing with two parents having very different reactions to the same problem.

Within the final stage of the acceptance process, there are a variety of levels the parents may reach. Parents may intellectually understand their child's needs and may accept those needs as valid. However, emotionally they may still be unaccepting and seem to block or sabotage programs which try to meet those needs. The truly accepting parent is aware of his or her own emotional relationship with the child. He/she is aware of which needs are threatened by the child's condition and how their behavior around these issues impinges upon the handicapped child.

An example of the intellectually accepting parent is one who agrees with the IEP plan to teach dressing skills to the child. However, the parent refuses to let the child practice because the task is so difficult. This parent may also have trouble with helping the child deal with his frustrations around the dressing tasks.

The acceptance continuum flows from the intellectual acceptance to emotional acceptance. As the parent moves along the continuum, a greater awareness of self, maturity and a stronger ego are gained. They are able to think more logically and to postpose gratification. As the parents become more self-aware, the child is accepted.

There are many benefits from the parents acceptance of the child for everyone. The child will become more secure in his/her relationship with the parents, with other children and siblings and with people in the community. The child will be able to reach a higher growth potential in skills being aware that his/her parents care and accept him. The parents also benefit from this acceptance. Their own self-esteem is improved. There is usually more energy to spend on the child and family rather than on the process. The parent may also see greater ease in the working relationships with others both inside and outside the family.

Professionals working with families of handicapped individuals should be aware of the process of acceptance. In this way they can help relieve a family's stress level and focus the parent on moving through the process, which presently, few parents resolve.

Impact of a Developmentally Disabled Child on a Family: Part II

by

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Parents have a grief reaction to having a handicapped child. We see behaviors from this reaction - anger, feelings of shame, loss of self-esteem and depression.

Parental reactions are also affected by the ways in which services to mentally retarded persons have been delivered. Traditionally child differentness was the focus of service personnel. Parents often were encouraged to:

-look at what your child won't be able to do

-put limits on child's expected achievement

-refrain from seeing your handicapped baby

-institutionalize your child because he/she will never recognize you

-tell others your child died

-do not form an emotional bond with your child, you will only get hurt.

These fatalistic recommendations were often devastating to parents, and we now know, they were unfounded. For example, all Down's Syndrome children were once seen as functioning in the lowest cognitive ranges. We now recognize that children in this category function in a wide range from profoundly mentally retarded to normal. Work done in Seattle, Washington, by Norris Harris and his colleagues demonstrated that Down's children, when given opportunity to interact with normal children, imitate those normal behaviors. Attitudes of hopelessness conveyed by professionals toward severely handicapped youngsters had a tremendous negative impact on parents. Parents, unable or unwilling to accept the prognosis of incurability, often raced from one professional to another in search of a more favorable analysis.

Theories of treatment toward handicapped children have changed. Now the emphasis is on normalization - that each person should live as normal a life as he is capable. Mentally retarded persons are more like us than different. Each person, no matter how handicapped, should live in the least restrictive setting possible. We have moved away from the image of a sterile institutional facility to group homes with regular furnishings. Also, parents of handicapped children needing intensive medical and therapeutic intervention are encouraged to keep and care for their children at home. Some families who were told to institutionalize their child by professionals, 5, 10 or 15 years ago, may now be told, perhaps even by the same professionals, to take their child home - that he would be better off in the community. The parents react with anger and confusion and why not?

FAMILY REACTION

The way a family reacts to the diagnosis of disability will be affected by their coping capabilities. Families functioning at a minimal level of physical and/or emotional survival may be pushed to further dysfunction. While it may be important to focus on the emotional adjustment or maladjustment of the parents, intervention at that level may overlook the reality of the situation. In fact, parental adjustment may be following the normal course of human reactions to an abnormal situation.

Stress in any family may lead to growth or regression. After all, a handicapped child is a major stress on the family and that stress may not be in direct proportion to the severity of the handicapping condition or the differentness of the child. Some characteristic reactions of parents include:

1) Distorted perceptions of the child's disability-

   Parents may over-or under estimate the child's abilities. It is interesting to note that fathers tend to be more accurate in their perceptions of the child than are mothers. Parents may search for professionals who agree with their perceptions or for a service to meet the needs they perceive.

2) Feeling of hostility-

   The child's IQ and parental malevolence may be negatively correlated. That is, more ambitious upper-class parents may manifest greater feelings of ill will toward their handicapped children than less ambitious/less educated parents. Also, in rural areas, disabled persons may fit into society and the handicapping condition is not an issue.

3) Marital discord-

   Parents may place feelings about the child on each other. Thus, marital unions can be adversely affected. The father may feel neglected by mom's over involvement, or mom may run away from the responsibility. Further, older female siblings are more adversely affected than older male siblings. Siblings sometimes feel ignored, abused, and/or neglected.

4) Narcisstic involvement-

   The parent's perception of self may become fused with the child. Failure of the child is then perceived by that parent as a blow to him or herself.

5) Dependency-

The child's continued dependency may create negative emotional reactions in parents whose own dependency needs are unresolved. This is particularly evident as the child reaches the age of 18 to 21 when others in that age group are beginning to live independently.

6) Feelings of rejection-

Because people fear rejection, they often withdraw from normal social contacts and never go out for fear that they will not be accepted.

7) Feelings of guilt-

Mothers in particular may wonder, "What have I done to cause this condition?" They may blame themselves and falsely associate some innocent behavior or thought as being responsible for the handicap. Research has found that Catholic mothers are more accepting and experience less guilt than non-Catholic mothers.

Parents' emotional reactions are a function of many factors. In order for parents to learn to adapt to their situation, they need accurate information on the child's limitations and what the immediate prospects for the child are. Recommendations for coping and for ways to develop knowledge about the handicapping conditions are needed and should be made to address the immediate situation.

Reactions of professionals and care providers must be sensitive to parental and family needs. To work well with parents we have to understand their behavior. We also must know ourselves and how we react. Parents who have emotional reactions due to insufficient information need education, training and guidance. If the parent develops significant dysfunctional personality changes, therapy may be needed.

Areas of conflict may arise between parents who are reacting to this abnormal situation and the professionals. Awareness that values differ and that parents see their child in a unique way can help prevent the parent/professional conflict.

In summary, the stress of a developmentally disabled child impacts heavily on a family. The family's reaction will be affected by:

-the family members ability to function

-when the family members learned about the handicap

-how the family members learned about the handicap

-degree of the child's handicap

-kind of professional help the family have received.

Parents need education and training about the child; they need to see their own worth as parents. Parents also need help with comprehensive planning for immediate medical, emotional and training needs. Professionals must be prepared for and sensitive to those needs.

Epilepsy

by

Bill Wells

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My work experience in the field of health and epilepsy started in San Antonio, Texas. I worked there on health planning projects with HEW and dealt with developmental disabilities and epilepsy. I then went to work with the Training and Placement Service which is a national project funded by the Department of Labor. I came to the Epilepsy Foundation about a year and a half ago to work on a training project for vocational rehabilitation administrators and stayed on at the Foundation. My educational background is mainly in the social sciences although I do have training through the University of Texas and Trinity University in nutrition, neurology and basic sciences.

The subject that we are dealing with is extremely complex. I think if there is one myth about epilepsy that I would like to dispel it is that it is something simple. There is no single type of seizure. Most professionals in the field now don't even like to use the term epilepsy; they prefer to use the plural, epilepsies. There are now, under international classification, at least 20 types of major seizures. Most people believe epilepsy involves having a seizure, losing consciousness, and falling to the ground in a convulsion. That is only one of these 20 types. So we are dealing with a very broad spectrum of seizures. This is complicated further by those who have other disabilities as well. There is some correlation between other types of neurological disabilities and epilepsy. Not that they cause one another, but frequently a single cause may produce more than one disability.

Let me mention a few of the more common myths about epilepsy, and then I'll talk about the current state of knowledge. If you want to challenge something as we go along, do so. I think some of the information will come as a surprise to you.

First we are going to cover some basic medical information and first aid. We have a film today produced by the Minnesota Epilepsy League on first aid for different types of seizures. Following the film I would like to discuss some social and legal problems associated with epilepsy. The big problems for persons with epilepsy in the U.S. are primarily not medical, but social and legal.

One common myth states that for most persons epilepsy is a serious health condition. That's a myth. Another is that epilepsy is a degenerative condition, that it gets worse with age. Another is that it is hereditary, that you are going to inherit it from your parents, or if you have epilepsy, you are going to pass it on to your children. Another is that epilepsy is associated with mental retardation or mental illness, or is a form of mental illness. Another very common myth, the most common misconception about epilepsy, is that people will swallow their tongues during seizures.

There has been a concerted effort all over the world in recent years to standardize epilepsy terms, epilepsy treatment and diagnostic techniques, however there are a lot of different definitions of epilepsy. The one being encouraged for adoption by the Epilepsy Foundation of America is one adopted by the International League Against Epilepsy: epilepsy is a chronic condition with various causes, characterized by recurrent seizures regardless of any other symptoms. Let me examine some of these terms. Epilepsy is a chronic condition; it is not curable. Epilepsy is treatable, but it is chronic. A person who has a diagnosis of epilepsy, technically and legally has epilepsy the rest of his or her life, whether seizure activity continues or not. The third part of this definition is that epilepsy is characterized by recurrent seizures. The seizure is the symptom of the epilepsy; it is not the epilepsy. Seizures can go into remission, but in most cases the individual continues to take medication. It is likely that seizures would occur if medication stopped.

Part of the definition is that epilepsy has various causes which contribute to complexity. Please remember, however, that heredity plays very little role. Whether a person is going to pass on epilepsy has been a concern since the Middle Ages. Through the years society has grappled with what it could do to protect itself from the spread of epilepsy. Most social and legal practices to the present day have been based on the idea that epilepsy is an inherited condition. When, in fact, the hereditary factor in epilepsy is probably less than the hereditary factor in diabetes.

A concept I would like to introduce is called the "seizure threshold." Everyone has a seizure threshold, a point at which seizure activity would occur. The seizure threshold varies from individual to individual. What causes one person to have a seizure may not affect another person. Different incidences may cause a seizure; it might be an electric shock, a drug overdose, a high fever, or getting hit on the head. The role heredity tends to play in epilepsy is a predisposition to a lower seizure threshold. So while persons don't inherit epilepsy, some individuals may inherit the tendency to be succeptible to epilepsy.

A primary cause of epilepsy in the United States is head injury. Within head injury the leading cause of epilepsy is car accidents. The Epilepsy Foundation, along with many other health agencies, has been very active in lobbying local governments to have mandatory motorcycle helmet laws and other guidelines for safety. We are estimating that last year alone there were 120,000 new cases of epilepsy just from automobile accidents. Other types of head injuries may lead to epilepsy, such as falling off a ladder. Another common cause is poisoning and lead poisoning is very common in children. A lot of older cities have lead based paint on their buildings. Kids love to peal off chips of paint and suck on it or eat it. Keep reminding yourself that various physical insults will probably lead to different types of epilepsy. Also, the seizure may be different because a different part of the nervous system is affected.

Other common causes of epilepsy include birth defects, poor pre-natal health care, and poor health care for the infant soon after birth. Any physical condition or injury that would cause an insult to the nervous system is a potential cause of epilepsy. Conditions such as encephalitis or meninghitis, anything that would cause a high fever or damage to the nerve cells, is a potential cause of epilepsy. Also remember that nerve cells are not regenerative. If an area of the nervous system is injured it is not going to repair itself, thus it will continue to be a source of irritation. If there is irritation in the brain, whether from injury or chemical imbalance, a seizure may be triggered.

Let me take you through a scenario to demonstrate "brain irritation." Suppose a person was in an automobile accident and suffered a head injury which resulted in scarred brain tissue, perhaps microscopic in extent. If that scarred tissue is in an area which interrupts chemical processes for sending messages from the brain to any part of the body, an irritation is caused, and it is a potential source of a seizure. Signals from the brain, as measured by an electroencepheagram, go out in even, regular waves for the most part. If there is an irritation in the brain, quite often the electrical current will back up and then suddenly discharge. It's something like an explosion or more like a short circuit of the brain or nervous system. The location of the damaged area determines what will happen when the seizure occurs. If the person was injured in the back of the head where the vision is controlled, the seizure might be visual. Flashing lights in a room, or even a television light might be enough to cause him to have a seizure because that area of the brain was sensitive to light. Perhaps just before the seizure the person would "see" lights in the peripheral vision and as he went into the seizure he might see something like a test pattern before his eyes.

It might be that the injured area was an area controlling emotions. In this kind of injury, an argument with one's husband or wife or parents might trigger a seizure, or a seizure might result from too much stress from a teacher or advisor. Before the seizure one might feel a sudden sense of fear or of well-being, some particular emotion, and then the seizure would occur.

The varieties of seizures and their causes just cannot be overstressed. For this reason, one cannot make a blanket statement about epilepsy. You can't say that stress is going to cause a seizure. If a person has the type of epilepsy that is influenced by stress, it will cause a seizure. You can't say that flashing lights will cause a seizure. There is no one precipitant that will cause a seizure. Again, every individual experience is different.

The other way that epilepsy sometimes functions is through a metabolic imbalance. The nervous system operates chemically, one factor of this has to do with sodium. There is a mechanism that's called a sodium pump that operates within the nervous system, and it helps the electricity to go from nerve cell to nerve cell. If that becomes imbalanced by any number of conditions, a seizure can result. Again, the type of seizure and perhaps the type of medication perscribed will vary.

The incidence of epilepsy is greatly underestimated. In 1977, Congress mandated a National Commission for the Control of Epilepsy and Its Consequences. That has produced the only authoritative data on the incidence of epilepsy. The National Commission compiled all available data and found that epilepsy is one of the most common disability groups in the nation. It strikes about 1 to 2% of the population; we're talking about 1 to 2 out of every 100 people. We are estimating that about half of the people who have epilepsy have never sought medical attention. Maybe a fourth have sought medical attention but aren't receiving treatment or the treatment level is very low and very poor for the most part. A general practitioner is generally not prepared to treat epilepsy. It takes a neurologist, and more specifically it often takes a neurologist who has a specialty in epilepsy, and there aren't many of them around.

There are some Regional Epilepsy Centers, there's one in Charlottesville, Virginia and in Minnesota where this film was produced. In general there's a mixed level of medical treatment for people with epilepsy. A surprising number of people with epilepsy go without any diagnosis at all because they don't recognize it as epilepsy.

The type of epilepsy that most people associate with the disorder is what is termed grand mal. That's the falling down generalized convulsion most of you have in mind when someone speaks of epilepsy. The new International Classification term for that kind of seizure is "tonic-clonic" which refers to two phases of the seizure. The tonic phase is when everything stops; the muscles become very rigid; the person stops breathing, and all the muscles tighten. Quite often because the person stops breathing, he or she turns blue and it looks like death may occur. It is very frightening to the observer. The clonic phase begins very quickly after the tonic phase. In the clonic phase muscles start to convulse and the person goes into movements that are associated with the seizure. When this happens, breathing is restored and the entire seizure lasts on the average of a minute and a half. If you ask a person who has witnessed a seizure how long they last, they'll say a half hour. This is because they are so terrified that they are in worse shape than the person who is having the seizure. The person having the seizure has had them before and will have them again. That person is fine. In some cases the individual may not be aware he or she has had a seizure when it's over. The people around usually become quite upset, and it's the observer who quite often has to go home and lie down. A lot of people with epilepsy who have just had a seizure are able to go right on with their work.

It's impossible to swallow your tongue. You can't accidentally do it and you can't do it on purpose. What can happen during a grand mal seizure is that as breathing stops, the tongue may fall into the back of the throat and block the air passage. When the clonic phase begins, the tongue will be expelled because there is a sudden pushing out of air, and the tongue will be forced out of the air passage. The only danger of a person choking is if there was over salivation and a lot of saliva was trapped in the air passage. That's easily prevented by turning the person's head to one side. First aid for a grand mal seizure is quite simple: don't do anything unless the person is near something potentially dangerous, such as, a chair, rock, or anything against which the person can hit himself. The person doesn't need to be restrained or have any assistance. Someone is needed who can be calm until the seizure is over. Do not put anything in the mouth of a person having a seizure. The worse that is going to happen is the person will bite his tongue and that doesn't always happen. If you put something in the person's mouth, it may break off teeth or it may break a jaw. A pencil, or anything in the mouth, may break and become lodged in the air passage. Many injuries that are associated with epilepsy are caused by people who are trying to help. Remind yourself to remain calm if you see a seizure. Stay with the person and remove objects which may be injurious. Provide some privacy and after the seizure, ask the person if he or she is able to go on about business as usual. That's the best you can do.

Some people will have what is called a post-ictal state following a seizure, and they are very disoriented and confused. That may be for a few minutes or as long as an hour. Some people will need to sleep after a seizure, some people get up and go right back to whatever they were doing before the seizure. The length of time involved is usually just minutes for a normal seizure. If a seizure goes on for 15 minutes or longer, then you need to get medical help. The official line you get from most brochures is 20 minutes, but 15 minutes is a real safe time since that gives you time to call an ambulance or get a physician if you need to.

There is a condition associated with tonic-clonic called statusepilepticus, and "status" is how it is usually referred to. It is a condition of uncontrolled seizure activity; the person is not likely to recover without medical attention. The person needs to have some type of anti-convulsive medication, administered and they obviously cannot take it orally; it needs to be administered through an IV or injection. You need to get an ambulance if the seizure goes on, or if the person seems to go from one seizure into another seizure without having regained consciousness. If you see a person who, even if it has been an hour, is still comatose and goes into another seizure, then you need to get medical help.

One of the biggest problems in dealing with first aid for epilepsy is that you are not likely to know the person has epilepsy; that is a real touchy area for people with epilepsy. Someone with epilepsy is just not going to come up to you and tell you he or she has epilepsy. Epilepsy is not acceptable. It is just not an acceptable condition to have. A Gallup Poll survey found that there are two diseases in the U.S. that people do not want to give money to, epilepsy and venereal disease. I think that gives you an idea of where in the public mind epilepsy is; therefore, people who have epilepsy are not going to come up and tell you so. If someone, whether in the super market or classroom, has a seizure, it may be the first time you've seen them have a seizure. If it is, you need to find out if that person is known to have epilepsy. As mentioned, there are a number of problems that can cause a seizure: a drug overdose, poisoning, brain hemorrhage, or a diabetic reaction. If this is the first seizure, it is a good idea to get medical help, or look for a medical ID necklace or bracelet, or a medical card in the wallet. If you know the person has epilepsy, you have a better chance of being able to advise and assist.

Another common type of epilepsy is petit mal. This is a generalized seizure, it affects the entire brain, but the seizure is almost like a blacking out. It is very fast. The film will show you a little girl and how these seizures affect her. She is missing words, whole phrases from the teacher. This type of epilepsy frequently goes undiagnosed, especially in small children because it looks like daydreaming. A person can have a petit mal seizure while talking to you. It may look like the individual is searching for a word and then after the pause the conversation goes on right where it left off. There is no first aid for this type of seizure. The debilitating part of petit mal epilepsy is that the person may be having many seizures a day. When this happens a child may be more "out" of contact with the environment rather than "in." Often children experiencing numerous petit mal seizures a day are identified as mentally retarded because their academic progress is slow and/or erratic. The learning problems and "inattentiveness" may be a result of epilepsy which can be controlled by anti-convulsive medication.

A third category of epilepsy, the one that is probably most difficult for the person who has epilepsy to deal with because of the way it manifests itself, is called complex-partial epilepsy. It is also called temporal-lobe epilepsy, and some people refer to it as psychomotor seizure activity. This type of epilepsy affects the temporal lobe of the brain where centers for motor coordination are found. Often temporal-lobe seizures manifest themselves in some kind of unusual behavior, often repetitive. A person having a complexpartial seizure may not appear to be epileptic. He or she may look drunk, or high on drugs. Often there is "strange" behavior. The observer may notice a glassy stare and what appears to be sleepwalking. The seizure may cause something as minor as a simple gesture lasting only 15 seconds. During the seizure the person might not be totally unconscious. He might have interrupted consciousness of some type. He may experience a dream-like state in which he is vaguely aware that people are present; aware that he's doing something which he is unable to control. It could be something like getting up and walking purposelessly. The behavior is not organized and it is without purpose. Another interesting way in which complex partial seizures could manifest themselves is in repetitive action; whatever the person was doing just before the seizure started may be repeated over and over during the seizure. If the person were writing a letter, the same word might be written in a perserverative fashion. If glasses were being put on a shelf, the individual might keep putting glasses up, and when the glasses were gone, he/she would keep moving his/her arm to the shelf until the seizure was over. One reason complex partial epilepsy is so difficult for the individual is society's view of this seizure disorder. In the public mind temporal-lobe or complex partial epilepsy is associated with criminal activity. A recent movie popularized this myth. It was about a man with psycho-motor epilepsy who committed crimes during the seizures. The film dealt with his efforts to control his seizures. This sensational, emotionally provocative film is totally in the realm of science-fiction. A person with epilepsy cannot control his or her behavior during a seizure. If you consider that a seizure results from a "short-circuit in the brain" which causes an uneven flow of electricity, you recognize that it is impossible for the person to organize himself for a concerted activity.

The only thing you can do in terms of first aid for a person experiencing a psycho-motor seizure is stay with him or her. If the person walks, walk with him/her and steer them away from open windows or stairways. It is helpful to talk to the person in a calm voice because it has a soothing effect. If you try to restrain a person who is in a psycho-motor seizure, he or she will try to push back. People have interpreted that pushing reaction as violent behavior rather than a reaction to the restraint. It is important to know that persons coming out of psycho-motor seizure activity may have a form of retroactive amnesia. There may be no recall of what just happened.

Right now in the U.S., the medical problems associated with epilepsy are overshadowed by the social problems. Seizures are in remission for about 50% of the people with epilepsy. Approximately another 30% have partial control over their seizures so daily lives are not affected. Approximately 18% have no control from present medical treatment. In other words, current anti-convulsants have no effect on the epilepsy. Two percent of the people with epilepsy have such severe and uncontrolled seizures that they need to be institutionalized. The majority of persons with epilepsy are working or going to school. From a survey completed by the Epilepsy Foundation of America a couple of years ago, it was learned that only about 10% of those who responded felt that the medical problems were their biggest problem. About 40% reported that satisfactory employment was the biggest problem while others reported that they couldn't find any employment.

The Department of Labor has been studying epilepsy for years. Their studies date back to the 30's and 40's showing that if a person with epilepsy, upon graduating from high school, does not become employed within two years, he may stay unemployed the rest of his life. This means there are a lot of individuals with epilepsy who we don't even know about. Some are at home and have been home all their lives. A lot of them either did not go to school, or when they left school they went back home to live with mom and dad and are still there. A lot of these people are the ones who are not even having seizures. We see a surprising number of people in our field offices who have no active medical problems with epilepsy, but who can't work and they have some bad self-image problems. A lot of their problems are associated with the stigma that epilepsy has in the community. It has ranged from the Middle Ages when it was considered a form of demonic possession, to more "enlightened" views in the last century that it was "insanity", to the present day in which it really hasn't progressed much beyond that.

The Learning Disabled Young Adult

by

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Learning disabled adults receive inaccurate information from their senses and/or have trouble processing that information. Like static on the radio or a bad TV picture, the information becomes garbled as it travels from the eye, ear, or skin to the brain. This inaccurate sensory information (sometimes called perceptual problems) leads to problems with academic work. The student might have difficulty reading, writing, speaking or listening. Either these skills have not been learned, have been learned after heroic work, or have been learned poorly.

TYPES OF LEARNING DISABILITIES

Visual perceptual problems

Trouble taking information in through the sense of sight and/or processing that information.

1. Visual figure-ground problems. Trouble seeing a specific image within a competing background, finding a face in a crowd, finding keys on a crowded desk, picking out one line of print from the other lines in a book. People with this problem cannot see things that others can see; to them, the keys on the crowded desk are not there.

2. Visual sequencing problems. Trouble seeing things in the correct order; for instance, seeing letters or numbers reversed, seeing two cans reversed on a shelf of cans. The person with this problem actually sees the word incorrectly. He sees "was" instead of "saw."

3. Visual discrimination problems. Trouble seeing the difference between two similar objects, such as the letters "v" and "u", "e" and "c", the difference between two shades of one color or two similar types of leaves. The person with this problem sees the two similar objects as alike.

Auditory perceptual problems

Trouble taking information in through the sense of hearing and/or processing that information. People with this problem frequently hear inaccurately. A sequencing or discrimination error can totally change the meaning of an entire message. For example, one might hear "I ran to the car" instead of "I rented the car." People with auditory handicaps frequently do not hear unaccented syllables. They may hear "formed" instead of "performed," "seven" instead of "seventy." These are some types of auditory perceptual handicaps:

1. Auditory figure-ground problems. Trouble hearing a sound over background noise; for example, being unable to hear the telephone ring when one is listening to the radio or hearing someone talk at a party when music is playing.

2. Auditory Sequencing problems. Trouble hearing sounds in the correct order; for example, hearing "nine-four" instead of "four-nine"; hearing "treats" instead of "street"; hearing music garbled because the notes are perceived out of order.

3. Auditory discrimination problems. Trouble telling the difference between similar sounds, such as "th" and "f" and "m" or "n", hearing "seventeen" instead of "seventy", hearing an angry rather than a joking tone of voice.

Intersensory problems

Trouble using two senses at once or associating two senses. For instance, not realizing that the letter "D", which is seen, is the same as the sound "D", when it is spoken; being unable to feel someone tap you on the shoulder while reading; being unable to listen to conversation and drive at the same time.

Motor problems

Trouble moving one's body efficiently to achieve a certain goal. These are some motor problems:

1. Perceptual-motor problems. Trouble performing a task requiring coordination because of inaccurate information received through the senses. This may result in clumsiness, difficulty in participating in simple sports, awkward or stiff movements.

2. Visual-motor problems. Trouble seeing something and then doing it: copying something off a blackboard, throwing something at a target, learning a dance step by watching the teacher.

3. Auditory-motor problems. Trouble hearing something and then doing it: following verbal directions, dancing to a rhythmic beat, taking notes in a lecture.

Directional problems

Trouble automatically distinguishing left from right; learning North, South, East, West; learning the layout of a large symmetrical building.

ACADEMIC DIFFICULTIES

Learning disabilities can make academic achievement difficult. Learning to read is not easy for people with visual perceptual problems nor coordinating what they see with what they hear. Even when these students learn to read, it is often at a low level, so it may take them a long time to complete their assignments. Writing requires fine motor skills which some learning disabled students do not have. Informing oneself through lectures requires good auditory perception.

Sometimes the student must behave inappropriately in class to cope with his learning disabilities. For example, hyperactive students may have to leave the class to walk up and down the hall. Some students will need to eliminate their visual sense in order to listen. They will close their eyes, causing their teachers to think they are asleep. Taking notes may not be possible for pupils with auditory-motor or fine motor problems.

Hands-on experience requires good perception. For example, a person with a directional handicap may not turn knobs and switches the right way. Visual perception is often necessary to measure chemicals in a beaker. Pouring liquids also requires visual-motor skills.

Perceptual problems often effect the student's cognitive abilities. For example, visual and auditory sequencing problems can cause difficulty thinking in an orderly, logical way. A person, with this problem, might tend to jump to conclusions. Or a student with visual and auditory discrimination problems may have difficulty distinquishing between two like concepts such as socialism and communism. Sometimes, short-term memory is affected. This is because information must be perceived properly before it can be remembered.

Some learning disabled persons have trouble with the concept of time. They do not feel the passage of time in a normal way and may have difficulty estimating how long it will take them to achieve a task or have trouble getting to a certain place by a certain hour.

NECESSARY ACCOMMODATIONS

How can the handicapped student service program help the learning disabled student? First, remember that learning disabilities are a handicap specifically mentioned under Section 504 of the Vocational Rehabilitation Act. Thus, learning disabled students need and deserve similar accommodation as those received by students with physical handicaps.

Tape recording classes

This may be necessary for students who cannot take notes or who have difficulty in auditory perception. If a professor is worried about the student misusing a tape, he can prepare notices for the student to sign that declare that the tapes are for the pupil's own use only and that they may not be utilized for any other purposes.

Notetakers

A student who takes good notes can be asked to take notes with carbon paper or lend his notes to the student with a handicap.

Arranging for the student to have more time

Most copying skills for learning disabilities take extra time. The student may have to check and recheck his work for errors. It takes him longer to write and read. It may be necessary to help the student find extra time to study. For example, one can help the student get his reading materials and some assignments in advance, so he/she can prepare for next year's courses over the summer. Or perhaps professors can be convinced to extend the deadline for a student. Some learning disabled students try to take only one course per semester.

Accommodations in testing

Some learning disabled students with difficulty writing will need a person to write the answers for them or may need to speak into a tape recorder. Others will need the examination read to them. Tests for learning disabled students should be printed clearly with dark ink, so the letters are easy to see. Double negatives are confusing for students with directional handicaps. Computer cards are difficult for some students with motor problems, since they have a hard time keeping the pencil marks within the lines. Also, students with visual tracking problems may fail this type of test due to putting answer "1" in answer space"2" and answer "2" in answer space "3" and so on. Many students can take tests normally, but need extra time to complete them, because of their slow reading and writing abilities.

OTHER CONSIDERATIONS

It may be difficult to convince the professors to provide accommodations for learning disabled students. They may think the student is making up the handicap in order to gain a privilege. It is necessary to educate the faculty on learning disabilities. Some universities provide in-service training. One counseling center writes a letter to professors who will have learning disabled students in their classes. It describes the faculty member's requirements under Section 504.

Academic work is not the only area affected by a learning disability. Many learning disabled adults have trouble meeting people, working with others, and making friends. They do not "fit in" easily. Social skills problems are part of the handicap of learning disabilities. Due to their perceptual problems, learning disabled individuals may have trouble understanding others. A person who cannot visually discriminate between light and dark colors will also be unable to tell the difference between a happy and a sarcastic smile. A person unable to discriminate between a "v" and a "b" sound may not be able to tell the difference between joking and questioning voices. People with auditory handicaps work so hard to understand the words of a statement that they may ignore the nonverbal meaning. This confusion can cause learning disabled adults to respond incorrectly.

It is extremely difficult for learning disabled persons to pick up the social customs many of their peers take for granted: small talk, entering a circle of people, introducing themselves to strangers. Learning disabled individuals are often in culture shock in their own culture.

It may also be difficult for learning disabled persons to interact with authority figures such as professors and counselors. Many have not learned the appropriate voice and body language and may make requests too arrogantly or too shyly. Some may have had so many bad experiences with teachers that they may be afraid to ask for special help. It may be useful for a counselor to practice with the student before he approaches the instructor.

COUNSELING STUDENTS WITH LEARNING DISABILITIES

Learning disabilities can cause academic and social difficulties. How can these students be counseled? Here are some ideas.

The student needs information about his handicap

Many learning disabled students have been experiencing difficulty all their lives without having any idea of the reason. They ascribe their failure to "not trying", being personally weak, being "crazy" or "stupid." These explanations lead to a low self-image which paralyzes their desire to improve.

This information should be presented clearly

Use both scientific words and common phrases. The student should also learn about his strengths. He should also be given a written record or tape of his diagnosis.

The student needs positive reinforcement

Learning disabled people struggle alone. As they advance, they are not praised. Instead, they are criticized or teased, since they often cannot keep up with their peers. The student deserves this praise because of his struggle against his handicaps.

Acknowledge the difficulty caused by the handicaps

Students with learning disabilities do not get much sympathy, and some times they need to complain. Don't confuse ventilation with self-pity.

Here are some good phrases to use: "It really does take a lot of work to overcome these handicaps. I'm impressed that you stick with it and get your studying completed." "It definitely takes more time to listen to your books than to read them. It must be hard to watch the other students enjoying their weekends and evenings when you have to study. But when you graduate, you'll have a better idea of how to really get work done."

Deal with self-pity

Remember that some self-pity is natural in everyone. The student may be able to talk himself out of it. It may be helpful to ask him to speak about something of which he is proud. Ask him to talk about it and give him a lot of positive reinforcement about how wonderful he is.

Talk to the student about his behavior

Don't comment on his emotions, since you don't know what he is feeling. For example, it would be helpful to say, "it sounds like you aren't spending enough hours studying." It would be less helpful to say, "You aren't trying very hard." It would be helpful to say, "Mr. Lynch told me that you spoke to him in a loud, nasty tone of voice when you asked to tape his classes. He thought you didn't show respect for him." It would be less helpful to say, "You got angry at Mr. Lynch and that's why he didn't let you tape his classes."

Be specific in your feedback

It would be helpful to say, "When your eyes wander all over the room, I feel like you aren't listening to me. Please look at me when I am talking to you." It would be less helpful to say, "Pay attention."

Be honest with yourself about how you react to the student

Some learning disabled persons have visible results of their handicaps, such as staring, moving in a disorganized way, or not holding their heads perpendicular. Others work so hard at paying attention and trying to do well that they radiate tension. If you find that a certain student makes you uncomfortable, express your thoughts appropriately to another person. Deal with these feelings. Don't subtly reject the student.

The student may need help organizing his thoughts

Large projects may need to be broken down into many steps. For example, a learning disabled student could be taught to outline a paper, then to work on one subject heading each night. He might need guidance on how much time to schedule for each task.

The student may need help organizing his thoughts. If he takes ten sentences to say what he could say in one sentence, help him think of the main point before he speaks. Interrupt him when he doesn't make sense. Don't let him ramble.

Try to organize support groups of learning disabled students

Since their handicap is invisible, they cannot share good coping skills unless somebody gets them together. They can be taught to give each other positive reinforcement and can help each other study. These self-help groups have proven invaluable on many campuses.

On What Teachers and Counselors, Parents and LD Students Should Know to Prepare LD Students for College Success

A panel presentation given at the International Association for Children and Adults with Learning Disabilities Conference, Washington, D.C., February 17, 1983.

Susan Hastings, Outreach Coordinator, Children's Rehabilitation Center, University of Virginia Medical Center

Barbara K. Given, Associate Professor of Education-Learning Disabilities

Carol Sullivan, Counselor at Northern Virginia Community College, Annandale

Jennifer Rugel, Coordinator, Disabled Students, George Mason University

Tim Loomis, Student, Northern Virginia Community College

Ander Fleming, Surveyor, in Virginia

On What Teachers and Counselors, Parents and LD Students Should Know to Prepare LD Students for College Success: A Panel Presentation

Barbara K, Given: We have an illustrious panel which is not included in your program. We thought to really address the concerns you folks have, a wider representation of view points might fill the bill a little bit better than Susan and I could do alone. We have two coordinators of services for students with handicaps, Carol Sullivan, from Northern Virginia Community College and Jenny Rugel, from George Mason University. One of Carol's counselees, Tim Loomis, will share his views as a currently enrolled student and Ander Fleming will present views on the college age student who really doesn't give a darn about going to college. After each of us has an opportunity to present, we will open the floor to questions and comments. Let us begin with Carol Sullivan.

Carol Sullivan: As Barbara mentioned, I work with learning disabled students at the community college level, at the Annandale campus of Northern Virginia Community College. We have a very large LD student population, approximately one hundred students or more, and those are just the ones identified to me at my particular campus. We do not have a specific program for learning disabled students as I would identify such a program, but we do provide services. What I want to share today are some concerns about students entering the community college setting. Perhaps I can give you some ideas to help prepare these students who are getting ready to come to a community college or even a four year university. One of my biggest concerns is that the student doesn't really know him or herself. Learning disabled students generally do not know what their learning disability is. They come into my office and say, "I know I'm an LD student, but I don't really know what that means. I've just always been in a special class, you know that room down at the end of the hall, and my parents have always told me that I need that kind of assistance, but I'm not really sure what that's all about. When you ask me what kind of accommodations I need, I really don't know." My concern is helping that student understand what his/or her particular learning disability is, and what it is not. I also help students identify their areas of strength and weaker areas. When I ask them what their strengths and weaknesses are, they can usually rattle off their areas of weakness, but they have a very difficult time telling me their areas of strength. I have a handout I help them prepare to give to instructors, and the first thing it says, after it says, "I've been identified as having a specific learning disability," is "my areas of strength are:...." That's the first thing I want an instructor to see for that student. Then the second part is, "my weaker areas include....", and that's where the student describes the specific kind of learning disability. It is important to know what the learning disability is and to be able to understand and articulate it. Otherwise a student may say, "I have auditory perception problems, or delayed processing problems, but I don't know what that means. I want to know how the learning disability affects me in a classroom or social situation.

I want to know what kind of job I can get so I'll do well."

This goes into my next area of concern, and that is students coming to me with parents or resource teachers. I feel comfortable with that the first time I see the student, but I become uncomfortable when that student comes hand in hand with a parent every quarter. When that happens, it concerns me greatly because it is not a service to the student. I understand why that happens; it's hard to let go because parents have worked hard for many years to secure the right services to make the educational system work for their child. But there is a point where parental initiative becomes a disservice to the student. Students really do need to learn responsibility before they hit the community college age. They can't wake up one morning and go to class at NOVA and all of a sudden know how to fend for themselves. Learning how to be more responsible and independent has to start way before that. Of course, the way they learn is by doing things for themselves and having a chance to learn on their own. Further, they must be encouraged to fight their own battles. I would sincerely encourage parents and counselors to help youngsters learn how to tell their instructors in regular classrooms that they have a learning disability. If at no other time, start the negotiating instruction when they are seniors in high school. When they hit college, we don't do it. We don't go to each and every instructor and say, "This is Joe Smith, and I need to tell you he has a particular kind of learning disability; these are the kinds of accommodations he needs." It is up to the student to take that responsibility; this process is exceedingly difficult if the student has not had practice. Many students aren't willing or ready to try it at the college level. Practice can start in high school when parents and counselors have a good working relationship with regular faculty members. Independence building and building responsibility for self are essential skills to learn.

Study skills are something I have a grave concern about, too. I have a grave concern about the study skills for all the students I see at the community college, not just for the LD students. But study skills or lack thereof can make or break the LD student. They can make the difference between getting through that first quarter of classes, let alone the rest of the program of studies. For example, learning how to get the main idea from the text book is critical. There is a lot of textbook reading and note-taking in college. If students don't know how to take notes, they need compensating techniques they can use which they have practiced in high school. I'll ask some students, "Have you had accommodations in high school, such as using a tape recorder for note-taking?" If the student has not tried it we discuss that option. There are a lot of pros and cons to using a tape recorder in classes; it's good for some and not good for others. The use of notetaker paper is a second option for those for whom a tape recorder is ineffective. Note-taker paper requires no carbon, thus a classmate can share his or her notes without creating additional work. This option requires practice for developing a comfort level; otherwise the LD student may feel like a parasite. Articulating strengths early helps the LD student identify a "trade-off" for the note-taking classmate.

Test-taking is another critical area. High levels of anxiety often reduce student performance during study time and while taking a test. Students need to have structured strategies for studying and for test taking. These should also be developed during secondary schooling.

Another area which needs mentioning is classroom manners. The other day an English professor mentioned to me that an LD student got up and left during the lecture. I had a similar thing happen in the career awareness class I teach. Of course, we joked that maybe the lectures were dull, but nevertheless the English professor said, "These kids just don't seen to know basic classroom manners." I thought about that a little bit and dismissed it thinking that students with learning disabilities exhibit no significant difference in classroom behavior than others. Then one day not too long ago one of my LD students was laid over the desk answering one of my questions. I understand her particular problem, but think of the impression her stance may leave with an instructor. Let's face it group; there is such a thing as the "halo effect." To make a positive impression learning disabled students should: sit up front, have consistent eye contact with the instructor, dress well, and ask questions after class. These are all forms of positive non-verbal communication which can improve a student's image for others. So I mention to you, what I thought I never would have to mention, classroom manners.

Thank you for letting me share some of my concerns with you. There will be time for questions and comments later.

Jennifer Rugel: Hello, I'm Jennifer Rugel from George Mason University. I wholeheartedly agree with much of what Carol had to say. I would like to quickly emphasize a couple of additional concerns. First, and primarily, parents and counselors should be honest with their students and honest with themselves. Far too often I've had LD students come to see me who claim they've had no support whatsoever in their last two years of high school. When I've gone back to the LD resource persons who've known them in the past, I find that students were actually "coddled" through all their papers all along and hadn't been told just how much was done for them.

I attended a workshop earlier today on how LD students can be their own advocates. I think that is the single most important college readiness skill a student can learn. Help your student learn what is affected by the learning disability: what his or her strengths and weaknesses are and how to best negotiate through any system, whether it is a college or the job market. As a part of the negotiation preparation process, students need to learn compensating strategies for the disability; they need to learn how to ask for needed accommodations in appropriate ways, and they need to know how to respond when their accommodation requests are turned down by people's negative attitudes. Negative attitudes on the part of instructors is generally the result of misinformation or lack of knowledge about learning disabilities. I was told by a learning disabled student at George Mason, who is well dressed, mannerly, quiet, and self-assured, that a psychology professor said she was not aware until a year ago that learning disabled students were able to attend college. That surprised and shocked me because I have been at the university for two years and others before me have worked as hard as I to promote an understanding of learning disabilities on campus. You and your students will encounter many similar attitudes. Some people will be receptive and some will not. Part of my job is to negotiate for various accommodations so students with learning disabilities will be accepted in the classroom. As stated, however, one person who can do that best is the LD student him or herself. The student must be able to present himself in a proper fashion and be able to explain what a learning disability is to someone who may be unaccepting. Requests for accommodations may lead the instructor to initially think that the student is trying to get away with something or perhaps is not as intelligent as the other students. Further, the busy instructor may respond negatively because the request may appear to take up more instructor time.

In terms of practical suggestions, try to get your students to focus on goals. First do they really want to go to college, or do parents want them to go to college? Many times parents verbally or through implication force their wishes on children. This may be true whether the student has a disability or not. Successful students are those who have goals which are fairly clear. Their goals may change once they get in the system, take courses and learn more about the world; nevertheless, they have some internal motivation to continue in an academic environment and that's important. They may not be clear about which course of study to follow or what occupation to pursue, but they need motivation to sustain themselves through periods requiring greater effort than students who do not have learning disabilities.

I recommend that students with learning disability enter as part-time students and take 12 credits (which is still considered full-time) or less. A reduced load gives students the opportunity to get involved with the system and to find out what is available and what accommodations they will need. We have a very good study skills information service at George Mason. Students need to have free time to take advantage of the service. Also, we provide tutors, readers, notetakers, exam writiers and, if people need it, additional time for exams. Students need time to learn how to negotiate the system and how to be independent; as stated, they need to learn self-advocating skills. Teachers, parents, and counselors need to facilitate that growth. Far too often students go the other way and will not ask anyone for any assistance at all. When assistance is available it can certainly make a great difference in their lives. When people become more mature, and advocate for themselves, they are willing and able to ask for the help they need. Asking for help does not mean forming dependence. Asking for help when it is needed indicates a level of maturity.

One last thing I would like to state, and Ander will make the statement, also; far too often people seem to think that the only alternatives for students are college or ruin. There is concern about what the postsecondary, unskilled person will do, so college seems like the only option; the only place where persons can learn necessary skills for independent adult success. There are many other opportunities beyond secondary school. This evening we will be presenting post-secondary night which will incorporate some of those opportunities in addition to college, and I certainly recommend that you attend. Please keep in mind that college is not necessarily for every student. If a student has a learning disability, I would say that it is the highly motivated student who is determined to learn more about him or herself, and to advocate for him or herself, who will be successful.

Tim Loomis: My name is Tim Loomis. I'm an LD student at the Annandale campus at NOVA. I'm twenty-nine years old. I was not identified until after my twenty-eighth birthday. In other words I struggled through Jr. High and High School. I was called a "lazy S.O.B." by my instructors; "stupid," "dumb." I've been there. I've seen it. Carol is my counselor out at NOVA. I depend on her to a certain extent as to what instructors I take, that's it; what classes, what instructors. I negotiate with my instructors, and if they do not want to negotiate with me,.... I ran into one last summer, I threatened to take him to court under Section 504. I told him he didn't have the money to fight it and I did. I spent six years in the military after high school, that was my choice, because of the fact that I had a big fear of college. I didn't know the reason why at the time, I do now, and since that time last quarter my grade point average was a 3.2. I got through English with a 'C', which to me is equal to an 'A', and I don't care what you say about a 'C' in English, that's great! So far this quarter in English 112 I'm averaging 'C+'. I use an IBM personal computer to write my papers. I've negotiated with my English instructor this quarter for extra time to write my papers.

I have a unique ability; I'm a photographer. I'm a good photographer, and I take pictures for the school paper. This is the first quarter I'm writing for the school paper out at NOVA as well. As far as LD students going to college is concerned; if they have the capability, are willing to recognize their disability and do a whale of a lot of work, and will use the services available, then they could probably make it. Like I said, I spent six years active duty, first. I'm more capable; I'm handling college. I'm going for a general studies degree, and Carol and I figured out I had eighty-nine credit hours. I needed nine hours to graduate and it was all in English. I had avoided it for two and a half years, but come next quarter I should graduate. It's hard, but I do not depend on Carol or my wife to negotiate with my instructors. I'm kind of a forceful individual at times. LD has caused problems in my married life before. Excuse me, I'm wandering, and I'm nervous as all hell. This is the first I've spoken before a group like this, and I'm just nervous. Since that time my wife has been very supportive of me. She's read books on LD and now knows more about my auditory-perceptual problems. I cannot differentiate sounds such as 'ed', 'e', and 'i'. I throw in 'a' anywhere, because every word sounds like it should have an 'a', so that 'a' goes in there. My audio-perceptual problem has caused some arguments in my family because I can't tell when somebody is joking with me or when they are angry with me. I'm

Irish, I lose my temper, and here lately when I do it, my wife just looks at me and says, "Hey, I'm joking." So I've learned to compensate with her by looking at the expression on her face. Of course, sometimes she's got that deadpan delivery, so we still get in arguments, but we're coping better now because I have been identified. That was due to one instructor at NOVA. My reading comprehension rate is ninety percent. I read at a rate of well over four thousand words per minute, while spelling is at the fourteenth percentile for a sophomore in college. I can read; I understand and comprehend, but when it comes to spelling, punctuation, grammar, hey, forget it, I'm gone. That's why I have a nice little computer now. That does all that for me and, like I said, since the time is less than one year since I've learned I'm LD, overall my grade point average for two years now has risen from a 'D' to a 'C+', because I've learned to compensate. But the biggest thing about an LD student, he can't depend on other people to fight his battles; he's got to learn to do that himself.

Susan Hastings: My name is Susan Hastings; I'm a college graduate, and it was a long, hard struggle. I've spent a great deal of time since my involvement in the LD Adult Movement sort of reflecting on what were the strategies to make my way through the college environment. I've given a lot of thought to that and have come to some conclusions, but before I share some of my tricks of the trade, I feel a need to allay my anxiety. How many of you are secondary teachers? Good. How many of you are LD individuals? How many of you are college professors? Oh, dear! See, that makes me real nervous. I really hesitate to be honest and up front about how it is that one makes it through college when there are college professors in the room. Are any of you college administrators? Oh, dear, one college administrator. Nobody here's from the University of Illinois? That's where I did my undergraduate work, and I have a little anxiety about them coming to take my degree away. I just get a little nervous about that, that's all, nothing serious. It's been suggested we ought to develop an underground network among the LD individuals and swap strategies because we are some of the most creative people that you will ever meet. Many of us have devised some interesting strategies, and some of us are willing to share them with other LD individuals, but not so willing to share them with the people in the world at large.

I would reiterate very strongly what has been said previously. It seems to me that probably the first step involved in deciding whether or not to go to college is to sit down and do a very serious personal inventory. I would recommend strongly that this be done in the context of the LD individual together with his or her LD teacher, resource teacher or whomever. I think that this personal inventory needs to be as brutally honest as anyone has every been about anything because it doesn't make sense to play games with yourself. Areas that I think are most important, and some of this will be repetitious, will be certainly looking at academic skill areas. What are strengths and weaknesses in the academic skill areas; reading, writing, math, notetaking? I think library skills are important. That was something I found to be an enormous asset to me. Library skills don't just mean how to use the library per se, but learning how to use the librarian. Reference librarians are by far and away the most valuable people in the entire world as far as I'm concerned. They know everything there is to know, and if they don't know it, they know how to find it out. If you can help your students, or help yourselves, learn how to become friendly and personable with a reference librarian, you're well on your way to success, as far as I'm concerned. I mean they'll find the book for you; if you do it right, they'll open it to the page and they'll point at the paragraph, and then you don't have to read the whole book; you just read the paragraph that has the answer to your question. I used that technique a great deal, and it was most, most helpful. So I would say that library skills are certainly essential skills before embarking upon college.

Test-taking is another skill that is absolutely critical. There are a lot of different kinds of tests, and awareness and experience with lots of different kinds of tests I think is important.

Study skills in general I think are important. Some of the interesting sessions I've attended were on meta-cognition and cognitive-behavior modification. These approaches sound fascinating to me, and make a lot of sense to me as an LD individual. I would encourage you to become familiar with these methods and begin investigating them for use with your students.

Another skill which I think needs to be richly developed is the ability to listen. I know that for students who have auditory processing problems this is certainly an area of deficit, and they may not be able to develop the refined skills necessary, but for the rest of us, listening is something we can learn to do very effectively; we can train ourselves to be incredibly effective listeners. People accuse me of reading lips because I listen so intently. Listening is an important skill and a valuable one to practice and learn.

In addition to academic skills, I think it's really important to look at some other areas as well. General organizational skills; things like, can you organize your environment? I mean are you going to be able to find your book and your notebook and your pen and get yourself to the right class in the right building and at the right time? If you can't do those things very effectively, you are going to have trouble in college. One of my coping strategies for getting through college was I never cut a class. Now I don't know how many of you could say that, probably not too many. Getting to class and getting your appropriate materials with you is just really important.

Time management is another area where I think we need to be teaching direct skills, that is how to organize your time and use it effectively. Another area where we can help students is task analysis. Task analysis is a skill all teachers have learned about ad nauseum. Why not teach it to students? There is a lot of task analysis in doing a research paper. A research paper can be an overwhelming assignment if you don't know how to break it down into the component parts and how to approach it. So, I think the skill of task analysis is a very valuable skill to take with you to college.

In addition to organizational skills, I think critical to success in college are social skills. I know there has been a lot of emphasis on social skills in the LD field in recent years. So, I won't say a lot about it except that for success in college you need to think about social skills in terms of peer relationships. Certainly, peer relationships have to do with mental health and if you can't get along with your peers, you're going to be unhappy; if you are unhappy you're not going to do well academically. Social skills needed for dealing with professors and teachers are a little different than skills needed for peer relationships. Many LD persons of my acquaintance seem to have some difficulty in dealing with authority figures. They need to learn how to get rid of the chip-on-the shoulder approach, and learn how to negotiate from a positive standpoint and not a beating-you-over-the-head kind of standpoint. I echo what has been said before about learning negotiation skills and self advocacy. That just can't be emphasized too much. Certainly, the first step in self-advocacy is knowing how to explain your strengths and weaknesses; how to explain what a learning disability is in general; and how to explain what a learning disability is as specific to the individual. Negotiation and advocacy skills are really critical.

Also, getting along with your family is important. Many LD students live with their families while they attend college. They go to the college in their local communities and they live at home. Getting along with your family is yet another kind of social skill which is critical to positive mental health and success.

Under social skills I have listed something which I call "creative excuse-making." You don't have to be LD to need this skill. Creative excuse-making is when you get pushed up against the wall and need some way to save yourself. The bottom line is: can you come up with a story that's going to get you off the hook? Creative excuse-making is a survival strategy that we need to be honest about. It is a very real part of going to college that I think ought to be discussed with students.

Another area I would look at in terms of assessing oneself is what I call personal coping. All of the strategies and study skills in the world aren't going to make you successful in college unless you can cope on a personal and emotional level. Many, many, many of us who are LD have a real difficult time with such things as stress, anxiety, depression, and fatigue. When any of these factors come into play, compensations we learned throughout the years kind of go out the window. We may have learned how to compensate very effectively for some of our areas of disability, but when under pressure or terrifically fatigued, those compensatory mechanisms go by the boards. It's real important to learn how to manage yourself on a personal and emotional level. That goes along with maturity, certainly, but I'm a strong advocate of mental health support systems while you're in college. It may be difficult to find a mental health professional who understands learning disabilities. We need to educate mental health professionals so they will recognize the impact of anxiety, depression, and stress on the learning disabled person. They are a very real part of our lives. We need to face that fact and get ourselves into support systems that can help us deal with them.

In addition, we need to assess ourselves in terms of our sense of responsibility and sense of independence as well as self-discipline and tenacity. We must prepare ourselves psychologically to hang in there even when the going gets rough. There is no doubt what-so-ever in my mind that all of us need to accept the fact that as we approach a learning situation, we're going to have to work harder and longer than other folks. We need to accept that fact right from the beginning. Working harder is difficult, especially when all those around you take time to go out for beer. Those who do not work harder will have a rough time, and they will meet with less than the successful experience they wanted.

Another thing that is important to learn before going to college is an internal self-reinforcement process. Figure out how to give yourself strokes. Develop a system of rewards so when you struggle through a difficult assignment, when you've finally read that first chapter, you can reinforce yourself for having done so. A lot of us have learned to expect our reinforcement to come from other people, either our parents or our teachers. When you get to college that just doesn't happen. You need to learn how to reinforce yourself and feel good about yourself for having achieved what you have achieved.

That's sort of the overall picture of what I think should go into looking at yourself before going off to college. I think all of those things ought to be examined very closely and very carefully by the the LD individual with the help of his or her LD teacher. It seems to me the process ought to be done as early in the high school career as possible. As soon as he or she looks college bound, sit down with him or her and figure out where the strengths and weaknesses are. Then look at those deficit areas and build them into the IEP. Then develop definite strategies for teaching those skills.

I'm going to take a little more time to share with you some of the real down-to-earth, nitty-gritty, how did I do it, how did I get through college strategies I devised. They are not in any logical order I'm afraid. They're just things I thought of as I was reflecting back. I was a psychology major. Early-on in my college career I got interested in intelligence and intelligence testing. All through my psychology major there were a lot of courses in psychology: social psychology, child psychology, family psychology, and every kind of psychology there was. I did something that I thought was rather clever; I found a way to use my interest in intelligence for papers. So any time I had a paper to write I just adapted my topic of intelligence and intelligence testing to the course at hand. So for Introductory Psych I wrote a paper on intelligence and IQ testing. Then for Social Psychology I went into cultural IQ testing. For Family Psychology I discussed the nature-nurture controversy and environmental influences on IQ. In Abnormal Psychology I delved into the question, "Is it really true that schizophrenics have higher IQ's than other people?" I just milked that topic for all it was worth, I promise you. I never used the same paper twice, but this approach allowed me to build on research I had previously done. I didn't have to start from scratch every time I wrote a paper. I had a base of knowledge from which I could begin working, and then I could just develop a little nuance or facet of it. That cut down enormously on the amount of research and reading I had to do. Reading, by the way, is my chief area of disability. So, that's a little strategy you might pass along; early-on find a rich, broad topic that can be developed and milked and milked.

Another thing I think important to realize is that there are resources in the college environment, like bookstores. I always went to the bookstore before I went to registration. The bookstore always had a list of the courses with the books assigned for each course. I went to the bookstore to find out which courses had which books. I looked at the books to see how thick they were, what kind of print they had, what kind of paper they were printed on, and whether the course looked like an outrageous amount of reading was required. There just wasn't any reason for me to attempt a course like that, so I simply wouldn't sign up for it. I went to a large four-year university, and there were often a number of sections with a number of different instructors teaching the same course. Very often going to the bookstore ahead of time and checking out the reading list allowed me to be selective among the different sections of a particular course. That was very helpful to me.

Many persons believe that a large university is the worse place for an LD person, but for me the large university came in handy. In addition to multiple course selections, instructors at a large university by and large grade on the curve. The curve really helped me out because there were many times when I worked very hard all semester and really learned a good bit about a particular course but then couldn't get through the exam. While I had been working hard, the fraternity boys had been goofing around so their grades brought the curve down. That always pushed me up a little bit. I can't tell you how many times I had less than 50% of an exam right and ended up with a 'C' or a 'B'. It was just because of that magical curve. Very often my 50% correct was not because I didn't know the information, but simply because I couldn't wade through the exam. I didn't have any special accommodations, and I just couldn't complete the exam in the amount of time allotted.

There is also the college underground that students should know about. Students talk about instructors and LD persons need to listen carefully to what they say. Some social skills are needed to be a part of a group so you can hear this vital information. There are instructors who have a strong reputation for lecturing right from the book. Most students say that with disgust. Well, as soon as I heard somebody disgusted, that't the course I signed up for, because then I didn't have to read the book. I went to class and didn't read the book. There are also professors who have a reputation for writing with one hand and erasing with the other. They scribble on the board, and they erase it faster than you can write it. That's not a good instructor to have. Further, some courses are considered a piece of cake. It didn't always turn out to be that way for me. What others interpreted as easy was not always what was easy for me.

One thing I did early-on in the semester was go to the instructor and sit down and talk. If I was really clever, I would go to the library and check out what this particular professor was interested in. What did he do his doctoral dissertation on? Had he written any books or articles? What were they about? I tried to psych out the instructors by finding out what their professional interest was and then use it. I would sit down and ask what I thought were intelligent questions to get a reputation for being a highly motivated and interested student. Everybody goes in the last two weeks of class because everybody is in trouble. If you have been in a couple of times earlier in the semester and sat down and chatted, very often - if you work it right - you can get the professor to give you a tutorial. You can get the professor to tell you what he thinks is most important in this class and what he's going to emphasize. Another thing, I was successful several times in negotiating to write a paper instead of taking a test. I convinced the professor that I was really interested in the subject and wanted more out of the course than an overview. He, therefore, let me delve into the topic and write a term paper rather than take the test. Of course, the topic always pertained to IQ testing, but we didn't talk about that. It is very often more possible than you think to negotiate for an alternate assignment to taking a test, which was a very difficult thing for me to do. Writing papers was much easier because I could take my time and do it in my own space and pull as many all-nighters as I needed.

There's another strategy that goes along with the reduced load option that was talked about earlier. It took me a long time to understand the value of the add/drop in college. I had it in my head that once I enrolled in a class I had to finish it. It wasn't until my junior year that I realized the first thing I needed to know was the last day in the semester I could drop a course. That's a real important thing to know. The day before that date, I sat down and assessed where I was and how I was doing. I asked myself if I was really going to fly in this course and if I was going to make it? If not, I dropped! I determined that it was better to bail out than to get a failing grade. That took me a long time to learn and it may be something students should know when they start college rather than finding it out along the way, the hard way.

Knowing yourself before going to college is so important I want to emphasize it. A student needs to be honest with himself in this evaluation process. Any help counselors, teachers and parents can give in achieving that end will be so helpful in the long run. The student needs to go to college with his or her eyes wide open by knowing his or her strengths and weaknesses in order to develop strategies and approaches for success.

Ander Fleming: I'm Ander Fleming and I'm going to go a little different than the rest of them. They all talked about college, and going through college and how to make it. I bailed out before I even started. High school was enough for me. I made it through high school; I passed. I failed in elementary, but I passed in high school with some help; pushing from my parents and some special schooling. I went to a very small school with a small student/teacher ratio, about five to one. I took all the courses I needed to take and made it, but that was it, no college. I said to myself, "There is a world out there and you can make it. You don't need college to make it." I'm a surveyor, not a licensed one but I work for one. I hope when I turn old enough and put enough years into the field work, I'll be licensed. Math was my strongest subject. I'm like Susan; I can't read at all. Don't hand me a newspaper; it will take me all day to figure out the front page. Hand me a math book, and I'll keep up with the best of you. I can pick up a strange math book and plug through it. Before you know it, I know everything there is to know in that math book. In surveying we deal in math, we deal in the base 60. You know, everything switches at 60 instead of going to 100 and carrying. It was easy for me, therefore, I went into surveying. Surveying was more my trade.

I'm an outdoorsman. I love to walk and I live in the country. Now I walk the mountains and get paid for it. I love it! I run a crew. Basically, I have my own crew. The boss comes out and starts the job then he sends me out. I go with two other fellows and do the work. It doesn't take any reading. I don't need to read anything except the numbers on the end of the chain or instrument or tape measure. But that's easy. I can read numbers. I use to have problems remembering numbers but I kept working with them. I guess if you work with something long enough it slowly sinks in. Numbers have gotten into my head now and I can remember a number a day later. The boss called me up one night after working all day and said, "Remember back in the middle of the day when we turned an angle? I forgot to write it down in the book. Do you happen to remember it?" I said, "Let me think a minute. That was.... oh, yeah, that was such and such." And he said, "Great! Now we don't have to go back and spend half a day to find that one number." Two years ago I probably wouldn't have been able to do that, but today I am doing it, and hopefully in the future I can do better.

Basically there are careers out there where you don't have to go into your weaknesses. You can go into your stronger field. If you are a good reader, you can do something in the library and forget about numbers. If numbers is your stronger field, go into numbers. But there is a career out there for everybody, and you don't need a college degree to make it in the world. Everybody says, "You've got to have a college degree." That's not true. I don't have one and I probably never will, but I hope to be able to make it and be successful in my life. I've got a goal and I'm headed for it. I guess my parents helped a lot and I'm grateful to them. My mother is out there in the audience; she's a good woman, and she's helped me a lot. I won't say any more about that, it's too emotional. But there are careers. You can take night courses and ones that aren't accredited. There are accredited night courses and ones that aren't accredited. You can bounce back and forth. Your bosses will work with you, but you have to learn to work with them. You have to be able to say, "I can't do that. Don't make me do that, but I'll be here everyday on time. I can do a lot of things; I'm talented. I have my own talents. Help me by putting me in my talents and I'll help you make money, that's why I'm your employee. You're my employer. I'll make you money, that's why I'm here." But you have to tell the boss that. Don't tell him, "I'll do anything." and then turn around and try a job that takes you six hours when somebody else can do it in six minutes. The boss is not going to be happy at all. I know, I tried that. It doesn't work. You have to show him that you are strong and fast over here where your strong points are.

You have to have a social life, too. That's very important. No matter which way you go your social life is important. You need to be able to talk to people and be able to say, "I do have a problem. My problem is this. Help me out and don't make me do what I can't do, and I'll try to help you and do what I can do." That's basically where it is.

Barbara Given: There are a few things I would like to add, not as a professional but as an adult with learning disabilities who struggled a fair amount to get through school. One thing my parents worried about was the amount of time I spent working on school assignments. My brothers did their homework and watched television or played while I continued to spend additional hours completing homework. I did not learn to read until I was in upper elementary school, and I read my first book during the summer between my eighth and ninth grades. Reading is still laborious for me and I read with painstaking care. During school the time I needed to complete my work was far in excess of what others needed. One thing my parents did, which was a constant problem to me, was call me to watch television when I was studying. They made me feel somewhat guilty by telling me the program would really help me or that I would learn a lot from it. What they didn't realize was that for me, doing homework was far more important. Having a sense of accomplishment in doing the homework was my sort of reward and in a sense, which may sound funny to most of you, even though it was hard it was my play because I felt so good when I could finally complete something. My parents were concerned about me not having enough social life in junior and senior high school. They didn't understand the social benefits of going to class with some understanding of the content. Even though I worked hard my reading was so poor that knowing the content happened infrequently. Most of what I learned was learned from attending closely to lectures and discussion. Also, I chose artsy projects and completed them beautifully which always kept me from failing.

The perception of what's important is something I would like to talk about. It goes along with that having fun business vs. work. Susan hit upon this in regard to psyching out your instructors. Quite often, in a social situation and also in an academic situation, it is hard to know what's important and what's not important. I'm not talking about the problem of auditory or visual figure-ground perception but rather what's important and what's not conceptually. Ander was noting the importance of a social life but knowing what verbal and nonverbal behavior to exhibit and what not to is sometimes hard. For example, when do you tell someone how you really feel about something and when you do keep quiet? When do you touch and when is touching inappropriate? As our society fosters more individual freedom in dress and conduct, there are fewer cultural "thou shalts" and "thou shalt nots" to guide one's behavior. There is a tendency to do more touching in our society today than formerly. Persons having difficulty with nonverbal communications may find themselves being shunned because the manner and/or timing of their touching is out of sync with the circumstances. There is a genuine need for counselors to help many LD persons talk through their perceptions of body language so they can become more accurate in their perceptions. One thing most of us probably remember from the Viet Nam war was the photograph of the POWs giving the finger. To us that gesture meant, "don't believe what we allegedly said." On the other hand, the gesture had no meaning to the Viet Cong, and they allowed the picture to be published. The importance of nonverbal communication in developing social skills cannot be over emphasized.

Time management can be a real problem for LD students because a task will appear to take far less time than it really does. Nothing is ever as easy as it looks, and I still find myself misjudging how long it will take me to do things. Persons who have time management problems need to recognize it and plan about time and a half for everything. Clearing off the desk and getting ready to work even takes longer than anticipated.

Learning new words has always been difficult for me because I often cannot grasp the correct pronounciation of words heard so one strategy I've used quite successfully is turning words into visual images. With practice the conversion becomes almost automatic. The strategy has been demonstrated frequently on television by John Lucus. When he is introduced to a person, he immediately makes visual associations about the person and the name. By doing so he can remember up to 50 or more names just heard. Bizarre mnemonics tend to increase the liklihood for recall. For example, I had difficulty recalling the word "vestibular" until I visualized a red vest on a little bone in my ear. Now, I have no trouble.

Note taking was mentioned and turning notes into pictures, pictorial representations or graphically portraying the concepts can assist the visual learner in acquisition of content. As we learn more about left and right brain activity, we're finding that many of us who have difficulty with language and reading tend to be more visually oriented than linguistically oriented. It seems logical that translating language into pictorial form puts it in our strongest modality, thus making it easier to remember. Capitalizing on this is a fairly new strategy called "mnemonic-loci", mnemonic meaning memory and loci meaning location. The strategy is to visualize the floorplan of your home or other building; while studying you mentally store the concept to be learned in an associated place in the house. For example, I was talking with a group of trainers in the Emergency Operations Center for the Fairfax County

Police the other day, and we were discussing learning strategies. I looked up and saw a list of officers names and their duties which trainees needed to memorize. I randomly picked out the name Magill whose responsibility was listed as "jurisdiction." I asked, "How can we use mnemonic-loci to remember Magill and jurisdiction? What room can we use which suggests control or jurisdiction?" Someone said "bathroom." "All right, what are we going to have Magill do in the bathroom? We could visualize Magill in the bathtub or using the toilet." I didn't realize who Magill was at the time, but everyone was having a great time with this scenario because Magill is an attractive blond lieutenant. The idea is to mentally store the information in an associated area which is familiar and for which a strong relationship can be made. I've started using this technique and it does work.

Making the decision to go to college must be intrinsically motivated by the student not extinsically motivated. That is, the student who goes to college to please him or herself will have a much greater chance for success than will the student who goes to college to please his or her parents. When my high school counselor heard me say I wanted to go to college, she said, "Barbara, why don't you not do that?" I said, "I really want to do that; I really want to go to college." None of my family, my three older brothers or sister had gone to college, but for some reason it was exceedingly important to me. My counselor suggested a small college in western Kansas as a place where I might meet with success. While there was nothing wrong with her suggestion, the thought that a small college in western Kansas was the only place where I might succeed angered me. The point is, I went on to college because I was motivated to do so, and I was willing to work hard. That willingness to expend the extra energy is what my mother always called "stubbornness," my father called "bull-headedness," and I now call "perserverance."

There is one last thing I'd like to add to that; everyone needs an "upper." That's what I call Susan's equivalent to "strokes." My upper is Molly Brown. I don't know how many of you know the story of Molly Brown, but she had real grit as was stated in the musical version of her life. In the story, while wrestling with her cousins, she found her shoulders pinned to the ground and her cousins shouting, "You're down, Molly! Hollar uncle." In true grit fashion she replied, "I ain't shoutin' uncle to you nor nobody 'cause I ain't never down." Tauntingly the cousins continued, "Come on, Molly, you're tuckered. Why don't you quite?" While catching a second breath Molly waited quietly and then burst forth with:

> "Sure I'm tuckered and I might give out, but I won't give in. How can anybody say I'm down? Look! I'm thinking. I'm thinking very hard how to break through; maybe here, maybe there, maybe no place, but there'll come a time when nothin' nor nobody wants me down like I want's me up; up were the people are, up were the talkin' is, up were the jokes goin' on. Now, lookee here! I am important to me! I ain't no bottom to no pile. I mean much more to me than I mean to anybody I ever knew. Certainly more than I mean to any sy-wash-jazzy-hampers like you guys. Go ahead, break my arm! Me say uncle,

> whoff! Doesn't make a bit of difference for you to keep saying I'm down 'til I say so, too. Didja ever try steppin' on a piss ant? Well, ther's one now; jumpin' - stumpin'. Thinkin' you got him? Thinkin' he's quit? He don't think so. There he goes! You can be positive sure I'm as good as any piss ant that ever lived. Oh, I hate that word down, but I love that word up 'cause up means hope and that's just what I got, hope - for someplace better, someplace cleaner, shinier. Hell, if I gotta eat Catfish heads all my life, can't I have 'em off a plate, just once? And a red silk dress when there's girl enough of me to wear one...AN THEN, SOME DAY...WITH ALL MY MIGHT AND ALL MY MAIN, I'm goin' to learn to read and write. I'm goin' see what there is to see. So, if you go from nowhere on the road to somewhere and you meet anyone you'll know its me."

Molly Brown has been my mentor for many years; she's my upper. When I have twinges of wanting to quit I play my record of "I ain't down yet." It picks up my resolve to succeed and I work all that much harder. There is one negative side effect to this philosophy; not knowing when to say, as Ander stated, "I can't do that." Until the flip side of the motivation coin is flipped, the LD person can find him or herself stretched to the breaking point because there are a limited number of hours in every day. And so, we've come full circle from Carol's opening remarks, LD students need to know their strengths and weaknesses, how to articulate them, and how to use their strengths for creating success.

Questions from the audience:

Question: What happens once a student gets to a community college but he hasn't told the college personnel he's LD and he starts to fail? What happens when he gets to the guidance counselor, what can the college do then?

Barbara Given: At George Mason I often have students referred to me for that reason. I interview the student to determine when the disability was first diagnosed, if it was. If the student was never diagnosed, but appears to have a disability, I will conduct some preliminary screening and refer the student to Jennifer.

Carol Sullivan: It depends on how badly the student is doing at that time and whether he is on academic warning. Generally I ask for the most recent psychological evaluation. I find that information very helpful. We put together a data sheet for the student to give to the instructors. Sometimes the student needs career counseling because the wrong field was chosen. It's an individual matter. Sometimes we can work things out and sometimes we conclude the student is in the wrong place at the wrong time. I sometimes have to say, "we'd love to have you when you are ready."

I would like to add what Susan said about drop/add, be sure to find out the deadline. One rule I have is for my students to never take an 'E'; withdraw or ask for an incomplete. Hang in there through the whole semester and drop it but sign up for the same course with the same instructor the following semester. By that time you have an idea of the content. This second time around approach has worked for several of my students.

Question: Tim, obviously you didn't feel you could go to college after high school and you went into the service, what made you change your mind?

Tim Loomis: Six years in the service. After two years active duty, I met a very lovely lady who is now my wife. She has two degrees from Lynfield College, one in mathematics and the other in business. She now has graduate work from Oklahoma University in Computer Science. I will not have my kids grow up and say, "Daddy, how come you don't have a degree and mom does?" That is the reason, and my wife has been very, very supportive about me going to school. I do not work. She is an active duty Captain in the Air Force; I'm drawing on my VA. She does not want me to have a job until I get my four-year degree. That's why.

Question: What are your feelings about the blend between academics and formal athletics, such as participation in varsity sports while you're enrolled in college?

Barbara Given: If you are asking whether or not LD students should be in both, I would ask, "why not?" The stress factor of going to college is quite a heavy load; athletics may help. We have a student at George Mason who is captain of the fencing team. It is his involvement with fencing that has kept him in college and also given him the self-assurance and confidence needed to tackle the difficult academics. Fencing is his upper.

Question: I want to address this question to the people on your panel who have had problems in their youth and they talked about the student before he goes to college really knowing his disabilities and strengths. Is this something you came upon yourself? I'm a parent who's trying to make her child aware that he has problems. He is fifteen, he denies he has problems. Do I disuss it with him? Do I let it come out on its own? If I want him to be prepared for college, he has to know he has problems. How do I make him aware?

Barbara Given: The denial factor is quite strong in a lot of us. For example, the denial I experienced was great with regard to my capabilities in comparison to others even in the face of all evidence. It's very hard to admit when inside you feel as capable. At the same time the feelings are paradoxical because you know that even with all your effort you don't learn to read or compute as well as others in your environment, and there is a fear that if others really knew the real you they would whisper unkind comments just loud enough for you to hear. That fear can be overwhelming so you deny you have problems. Parents can help tremendously, just as my parents did. Parents can identify their youngsters strengths and can nurture them. School personnel may be more realistic about what is needed for college success academically, but parents can give the emotional support that only parents can give.

Youngsters of any age need to feel loved and accepted for who they are and sometimes in spite of what they cannot do. The more you nurture strengths, the better your youngster will feel about him or herself and the less he or she will have to deny reality.

Our time is up. Thank you all for coming.

Section III
RESHAPING TEACHER EDUCATION

Introduction: Forces Behind the Mainstream Current . . . . Barbara K. Given

What's So Special About Special Education . . . Judith E. Jacobs

Meeting the Needs of the Gifted in the Regular Classroom . . . . Marjory B. Azarowicz

Mainstreaming in the Social Studies: A Teacher Educator Looks for Answers . . . . . Robert L. Gilstrap

Stressing Relaxation in the Classroom . . . . . Iris Prager-Decker

Will Mainstreaming Ruin Your Shop and Burn You Out. . . . . W. J. Haynie, III

Selection and Evaluation of Instructional Media for Handicapped Students . . . . Robert A. Gray and Lawrence J. Masat

Academic and Behavioral Rating of Learning Disability Students by Resource and Regular Class Teachers . . . . Lawrence J. Masat and Fred K. Schack

New Vistas in Competitive Sports for Athletes with Handicapping Conditions . . . . Julian U. Stein

Learning Disabilities and Learning Problems: The Ambiguous Junction Between Special and Regular Classroom Instruction . . . . Barbara K. Given

Competencies Needed by Student Teachers In Teaching Handicapped Children In A Regular Classroom Setting . . . . Leland K. Doebler, Georgia Chiappinelli & Patrice Garver

Teacher Competencies in Working With Handicapped Children: A Case for the Inservice Role . . . . Leland K. Doebler, Connie Jones, Linda Lieberton, Joan Miller, Marilyn Schneider

Forces Behind the Mainstream Current

by

Barbara K. Given

"Mainstreamed" is an unfortunate term which refers to handicapped children enrolled in regular education classes. P.L. 94-142 mandates that all handicapped children be educated in the least restrictive environment. When that environment is the regular classroom, the child is considered to be in the mainstream of the educational process. The term implies that handicapped children from time to time leave restrictive tide pools to move swiftly along with the educational current. The term further implies that currents automatically move handicapped children from one spot along the stream to another until each child reaches the ocean of confidence, knowledge, and skill development. While the analogy is not altogether absurd, it fails to address forces behind the current, that is, those variables which contribute to mainstream success or mainstream failure. While many elements may combine to create rough or smooth flowing educational waters, it is assumed that teacher effectiveness plays the major role.

Since the 1920's teacher effectiveness has been a matter of concern (Given, 1974). In the 1930's and 1940's studies of teacher behaviors resulted in new ways of investigating classroom teacher/pupil interaction variables (Anderson, 1939). Later, specific teacher behaviors were studied as observation forms became more precise (Simon & Boyer, 1970a, 1970b; Rosenshire & Furst, 1973; Amidon & Flanders, 1967; French & Galloway, 1968; Stuck & Wyne, 1971). In the 1960's researchers (Walker, Mattson, & Buckley, 1968; Hewett, 1968; Haring & Phillips, 1962; Harris, Wold, & Base, 1964) demonstrated that deliberate teacher communications can dramatically reduce socially unacceptable pupil behaviors and increase achievement. Others (Crispin & Walker, 1969; Thomas, Becker, & Armstrong, 1968; Mattson & Buckley, 1970) documented that teacher behaviors can inadvertantly create pupil deviant behaviors and reduce achievement. Further, spontaneous teacher behaviors have been found to highly correlate with teacher expectations of pupils (Rosenthal & Jacobson, 1968, Haskett, 1968 and Dalton, 1969). During the 1970's and '80's relationships between teacher expectancy and teacher/pupil behaviors continued to receive much attention (Babb, 1972; Blakey, 1970; Given, 1974; Kranz, Weber & Fishnell, 1970; Rubovits & Maehr, 1973; Jeter & Davis, 1973; Babad, 1970; Jones, et. al., 1981; Ysseldyke & Algozzine, 1982). It became abundantly clear that teacher expectancy of pupils and teacher behaviors play a vital role in academic and social achievements of youngsters.

From this brief review of the literature, it is evident that teacher expectancy and subsequent teacher behaviors are powerful variables for effectively "mainstreaming" handicapped children. Recent studies have focused on the issue of enrolling "special education" youngsters in regular education programs. Hudson, Graham and Warner (1979, p. 60) found that over 50% of their sampled population were not in favor of mainstreaming and that most felt that the placement of an exceptional child in their classroom would have a negative effect on their teaching and be a disruption.

Garret and Crump (1980) investigated teachers' attitudes toward children with learning disabilities to recognize the child's social status. They found that learning disabled subjects were less preferred by teachers than their non-learning disabled classmates. In 78% of the 58 classrooms investigated there was a significant relationship between teacher preference and subjects' social status among classroom peers. In support of these findings Garret and Crump sited a study done by Lapp (1979) which suggested that teachers may express negative attitudes toward the mildly handicapped child. McKalip (1979) found that nonhandicapped individuals shortened their conversations, displayed avoidance techniques, and demonstrated a sense of uneasiness when interacting with handicapped persons.

President of the National Education Association, John Ryor (1978) noted that there seems to be no difficulty with educators accepting the idea behind P.L. 94-142, however, there is much resistance to its implementation because of the massive responsibility which has been placed on the shoulders of educators (p.12). Attention is keenly focused on classroom teachers. Ryor's citation of teacher concerns reflect a teacher attitude of resistance toward the implementation of P.L. 94-142. The concerns are: (1) teacher unpreparedness; (2) lack of teacher directed inservice programs; (3) lack of sufficient support assistance for identification and curriculum decision making; (4) frustration regarding the time-energy demands; (5) large class size and the increased time demands of special students; (6) lack of appropriate involvement for development of IEP; (7) lack of an appeal procedure regarding the implementation of the program, especially in terms of student placement; (8) lack of pre-placement notification and planning time prior to placement; (9) the changing professional roles and relationships between regular and special educators, and (10) lack of teacher tools to change the promises of P.L. 94-142 into reality.

By comparing Ryor's stated concerns of regular class teachers with concerns of special education teachers and parents of learning disabled children, it is evident that implementation of P.L. 94-142 has created common concerns for all three groups. Houck and Given (1980) conducted a survey of learning disabilities teachers and parents of learning disabled children in the Commonwealth of Virginia. Their conclusions dramatically demonstrate: (1) a need for increased in-service for school personnel regarding the nature and needs of the learning disabled; (2) the need for school administrators to be knowledgeable, involved, and more interactive with LD teachers and parents; (3) a need for school divisions to disseminate information regarding procedures and policies governing SLD programs; (4) the need for LD teachers to learn more effective and efficient ways of: (a) completing paperwork, (b) developing curriculum and (c) using planning time; (5) the need to insure the availability of adequate instructional time and other resources such as space and support personnel; (6) the need for increased opportunities for LD teachers to communicate with parents, administrators and others; (7) the need for parent education activities; (8) a need to investigate procedures and the rationale for pupil placement in the various LD program models; (9) a need for more information regarding adults with learning disabilities, their careers and their means of developing emotional coping strategies; and (10) attention to the total LD child as a developing person and the overall competencies required.

In 1978 Flynn, Gacka, and Sundean (p. 562) surveyed 1,726 regular class teachers regarding their feelings toward preparedness to teach mainstreamed children. Only 21% felt adequately prepared. The others indicated a lack or strong lack of preparation (58%) or were unsure of how they felt (21%).

In an institution-specific study, Middleton, Morsink, and Cohen (1979) used a questionnaire that focused on acquired skills in methods and curriculum to identify potential problem areas in preservice teacher preparation. A random sample of 1974-1975 and 1975-1976 graduates who have full time teaching positions were surveyed. Of the total (n=196) 50% responded. Fifty-three percent of the respondents felt adequately prepared; 24% felt partially prepared; and 15% felt inadequately prepared. Areas of greatest difficulty for the respondents were individualizing instruction (21%); implementing individualized teaching strategies with help of resource personnel (18%); understanding the legal responsibility of teachers (16.5%); teaching exceptional children (15%); and assessing special students' instructional level and learning needs (15%).

In a less sophisticated institution-specific study at GMU, persons graduating in 1976-1979 undergraduate and graduate teacher preparation programs were asked: "If currently employed as an educator or counselor, please indicate to what extent GMU prepared you in . . . working with handicapped people." A total of 213 or 29% or 735 graduates responded. After deleting responses from special education program graduates, it was alarming to learn that 74 of 183 or 40% chose not to respond to this item. Of those who did respond 43% felt their preparation was inadequate while only 4% felt excellently prepared. The majority felt that GMU had provided good (23%) or fair (30%) preparation. Data from students more recently completing teacher preparation at GMU are presented in the analysis section.

Research from 1920's has documented a continuing quest for teacher and teaching effectiveness. As noted, teacher expectancies, teacher behaviors, teacher attitudes toward disabled youngsters, and teachers' feelings of preparedness, have been identified as contributing factors of effectiveness.

There is another segment of history which is significant to this paper; after hearing the evidence regarding tracking and homogeneous grouping, in 1967, Judge J. Skelly Wright ordered all education tracks in Washington, D.C. to be abolished. As a result the Track 5 children were returned to regular classrooms. Track 5 enrolled the slowest learning pupils and as they entered regular programs, concerns resulted:

1. Too much teacher time was required for these children.

2. These children were frustrated by the more academic programs.

3. Other students rejected their slow learning peers.

Concerns were suppressed as more and more research demonstrated that mildly retarded pupils make as much or more academic progress in regular grades as they do in special education (Kirk, 1964; Hoelke, 1966; Smith & Kennedy, 1967; and Johnson, 1962). When Dunn (1968) wrote his classic article, "Special Education for the Mildly Retarded--Is Much of It Justifiable" the field seemed ripe for integrating mildly retarded children, however there tended to be more flailing about than actual movement toward this end. Also in the early 1960's definitions were being advanced for a new category of handicapped children termed "specific learning disability". Excitement in this arena seemed to capture the focus of professionals who invested quantitites of time and effort defining it. Two pioneers in the movement, Kirk and Bateman (1972), advanced this definition:

> A learning disability refers to a retardation, disorder, or delayed development in one or more of the processes of speech, language, reading, writing, arithmetic, or other school subjects resulting from a psychological handicap caused by a possible cerebal dysfunction and/or emotional or behavioral disturbance. It is not the result of mental retardation, sensory deprivation, or cultural or instructional factors (p. 73).

This early definition indicated that "retardation, disorder or delayed development" in academic areas (speech, language, reading, writing, arithmetic, or other school subjects) referred to a learning disability. Thus many children lost their label of educable mentally retarded (EMR) and became learning diabled (LD). Dunn's article seemed to hasten that process. Many mildly handicapped children were shifted from one special education category to another. This new category tended to serve as justification for re-emphasizing the virtues of special class placement.

If regular class teachers hold unfavorable attitudes and if they lack preparation for mainstreaming, then there is no assurance that placement in regular education classes is less restrictive for mildly handicapped children than the special class setting where teachers had chosen to work with child variance. Cruickshank (1977) warns that without definitive research we do not know which educational placement is least restrictive. What all this seems to be telling us is that best intentions and well-laid plans have not necessarily resulted in "appropriate" education for mildly handicapped children.

The 1975 Education For All Handicapped Children Act, gave teacher preparedness close attention. Each state was required to submit an annual plan for a comprehensive system of personnel development. The plan was to include inservice preparation of general as well as special education personnel. These regulations received hearty applause for intent but audible boos for feasibility within the timelines.

Time passed and October, 1977 drew near without apparent warning. At that time all handicapped children were to have individualized education programs written. There resulted a professional mad-scrambling to:

1. understand the nuances of the regulations,
2. develop local and state procedures and policies,
3. develop forms to expedite implementation of P.L. 94-142.
4. instruct all involved persons with regard to role expectations,
5. develop necessary skills of regular and special educators, and
6. finance implementation.

While considerable time, attention and money have gone into these efforts, the fact remains that implementation of the legislation leaves much to be desired.

Burbach (1980) points out that there are staggering complexities surrounding the Mainstreaming thrust, and implementation procedures are still in their fledgling stages. While this seems true enough, it does not slow the pace of screening, eligibility, IEP, and appeals meetings. The pace refuses to slow down enough to allow for contemplation and reflection on what teaching strategies and techniques are most effective for which children. With so many job-related concerns, it is not surprising to find a sudden interest in teacher stress and teacher burnout, i.e., "emotional exhaustion from excessive demand on energy, strength, or resources (Freindenberger, 1977).

Bensky et. al. (1980) investigated stress as a primary variable affecting teachers. They questioned 114 teachers regarding compliance with P.L. 94-142 mandates, the degree and types of stress on educators, and specific causes of stress. The sample consisted of 34% special classroom teachers, 25% resource room teachers, and 41% regular classroom teachers who were enrolled in summer school classes at three separate colleges. The researchers stated:

> The results clearly imply that (a) many aspects of the law are creating stress for educators; (b) clear role expectations and frequency of P.L. 94-142 compliance by a school system can be stress factors; and (c) there are various stress conditions related to the law that are impinging on educators. After a review of literature regarding stress and "burnout" among regular class and special class teachers of exceptional children, Weiskoff (1980) concluded that:

> Burned out teachers think only of their personal survival in the classroom. They are not caring for or listening to their students.

> At best, a burned out teacher neither prevents progress nor furthers it. At worst, since exceptional children usually lack the ego strength of regular children, a cynical negative teacher could seriously impair their progress academically and socially (p. 22).

Bensky et. al. (1980) found two clear predictors of stress. They obtained significant results demonstrating that clear role expectations were negatively related to stress while role discrepancies were positively related to stress. They stated:

> When there was a clear understanding of what was expected of a teacher in his or her job, then perceived stress seemed to decrease. On the other hand, the greater the discrepancy between the teacher's expectations and others' expectations of that teacher's role, the greater was the teacher's perception of job related stress (p. 26).

In their attempt to identify means of preventing burnout among teachers, Dixon, Shaw, and Bensky (1980) reviewed the literature and found that role confusions; resentments; interpersonal problems between regular classroom teachers, special educators and administrators; increased upon resistance to federal, state, and local bureaucratic procedures and regulations related to mainstreaming; and time requirements for implementation of P.L. 94-142 were major factors contributing to teacher burnout.

Thus, as stated earlier, the major force behind the education current is teachers. Effectiveness of the mainstreaming movement seems to rely squarely on their shoulders--or does it?

Perhaps teacher resentments, unfavorable attitudes, and negative expectations could be turned around if teacher preparation programs focused on these issues as seriously as they focus on teaching of reading, teaching of math, and teaching of social studies. Also, teachers are telling us they are unprepared for what is mandated. Maynard Reynolds (1979) addressed this issue by stating:

> The legal imperatives of P.L. 94-142 have had direct impact on the public schools but only indirect impact on colleges and universities. As a result, the effects on college-based teacher education are appearing about two years behind those on the public schools. This two-year discrepancy is great enough to cause serious worry that teacher-education functions may be assumed in some cases by the public schools themselves, leaving college faculties at the wayside and the object of increasing criticism--"unresponsive" to emerging needs is a common one.

Teachers aren't doing what they expected to do or what employers expect them to do. They are frustrated and a logical result of continued frustration is often resentment of what seems to be the cause; in this case P.L. 94-142 and mildly handicapped children.

Deans' Grant Projects were designed to develop more effective teacher preparation progrsm as related to mainstreaming issues. While the foregoing statement of purpose is straightforward, clear and seemingly simple, implementation of plans to "develop more effective teacher preparation programs as related to mainstreaming issues" is a slow, arduous task. Articles in Section III demonstrate that through efforts made possible by the Deans' Grant, teacher preparation at George Mason University should soon produce educators who: (1) have a role expectancy congruent with their administrators', (2) feel prepared to work with handicapped children in the mainstream, and (3) hold positive attitudes and expectations of their students.

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What's So Special About Special Education?

by

Judith Jacobs, Associate Professor of Education - Math Education

The title of this presentation reflects my view: What is so special about special education? My background in regard to special education, I think, is important. I have a cousin who is virtually deaf. Larry's parents struggled with whether he should be in a special school for deaf children or educated in the regular public schools. I'm the second oldest cousin in the family and Larry is the next to the youngest. There was enough age difference so that I was able to help him with his school work. I remember all the problems he had when he went to school - the learning problems and how teachers reacted to him. So I've always been a little aware of the special child in the regular classroom. You also have to understand my teaching background. I taught five years in the New York City Public Schools at the junior and senior high school levels. We did not have comprehensive special education back in 1963-1963. What we had were kids who didn't want to learn, disruptive children, kids who -no matter how good a teacher you were- weren't going to learn. We had classes that ranged in size from 45 down to about 18. I had to find ways of working with the mentally disturbed and learning disabled, and I had no training with regard to teaching mathematics to deviant learners. I remember one class of fifteen youngsters, ten of whom seemed not to understand anything of what I had to teach, yet somehow I managed to teach them. So, with no formal training in exceptionalities or in mainstreaming, I came to GMU to apply for a teaching position.

In my interview Dr. Given asked what I knew of a remedial mathematics program at the University of Connecticut. I had never heard of it but she said that one aspect of my job would be to teach a course in remedial mathematics for teachers preparing to teach emotionally disturbed and/or learning disabled students. She wondered if I would be able to do that. Being rather sure of myself, I said, "Yeah, I could do that. I could find out what's going on in the area of mathematics for special needs students." I guess the advantage I have over several of you is that I was really forced to learn about special education because I had to teach a course in that field.

The first decision I made, which I shared with Barbara and the students, was this: Since I am a mathematics teacher and not a special educator, I have no intention of learning the special ed vocabulary. As a part of that decision, students had to communicate with me as they would with parents -without jargon. Saying I wasn't going to use the special ed vocabulary was a defense, but I think it was very effective. It put a lot of responsibility on my special education graduate students to teach me what I had to know. I think that's one of the models we can use in all our classes as we deal with mainstreaming issues. But remember, I had one advantage over a lot of you, I was forced into learning about special education and children with various learning needs. Having been forced into it, I developed a course in teaching remedial mathematics, and I'm here to share with you some of my techniques which you may find helpful for incorporating in your courses.

In 1976 there was only one methods textbook on the market for teaching mathematics to children with learning difficulties; that book was titled Functional Mathematics for the Mentally Retarded published by Charles Merrill. The game we played every semester was to find the errors in the book. It was obviously written not very carefully, edited very poorly, and was loaded with mathematical errors as well as errors in special education, but it was the only thing available. You have to understand how bad things were in 1976.

To help me learn about mathematics and special education, I decided to give my students assignments that would help me, as well as the students, learn. Books in mathematics lacked an emphasis on special education and chapters on teaching the learning disabled were poorly conceived and poorly written if included at all. I went through the whole bibliography route by having students develop annotated bibliographies for ten articles from recent publications on ways to teach mathematics to the special child. I didn't care to which area of exceptionality the articles pertained. I determined that the more topics they read about, the more I would learn regarding the state of the art and the state of practice in teaching mathematics to deviant populations. It was really quite a simple strategy but it worked! One stipulation of the assignments, which I believe is a major strength of our master's degree program at GMU, was that some articles had to come from journals other than special eduation publications. We all tend to be rather specialized and know journals in other areas which are available to us. So, I required students to use journals in mathematics and other fields as well as special education. At least two non-special education journal articles were required. There were two reasons for this: (1) I wanted students to realize that they have a responsibility to communicate with regular classroom teachers about special education, and (2) I wanted to begin a dialog between a math educator (me) and the special educator (them).

One interesting thing happened: as they started reading articles in the math journals, they selected ones that weren't about mathematics and the special child but were about how to teach mathematics to non-special education children. We had big discussions and finally I would give in and let the students report on those articles. The non-special education articles taught the students exactly what I wanted them to learn; there really is nothing very special about special ed and that teaching mathematics is what we are about. We don't need all of the jargon. We do need to be good teachers of mathematics and a good mathematics teacher will be effective with special populations as well as those in regular classes. So, I went through this whole act with them every semester. They would say, "But this article is so perfect." I would reply, "But it doesn't say anything about teaching a special child." Eventually, the point was recognized that students must learn as much as they can about teaching mathematics if they are going to be effective special educators.

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Another thing to my advantage is that I am a developmentalist. My basic approach to teaching mathematics is built on the developmental stages that all children experience. The more I became aware that methods for teaching special needs students were precisely what I had been teaching in the regular methods courses, the more I was able to make students and me feel comfortable. The scenario went something like this: students presented problems of special needs youngsters in language common to both of us. My task was to help them develop solutions, and believe me, we did it together. I was amazed at some of the creative solutions that evolved. Other times we had to conduct additional library research and study before arriving at a reasonable teaching strategy.

This leads to the next area in my development: modifications in my professional life. Since I had the responsibility of teaching a remedial mathematics methods course, I had to make some professional changes, some of which were made not too happily. Since teaching is very important to me, I made the changes. I promised myself that no matter how painful it would be, I would attend a special education session and I forced myself to go even though none of my friends went. That's how I started and now I have a whole group of persons I know who are interested in mathematics for special needs youngsters. Now I go to sessions that interest me and quite frequently they are sessions pertaining to teaching children who are learning disabled. Initially, I had to set attendance as a goal; I really had to say to myself, "this is something you are going to do so you can come back with one idea you can use in your class." I did it, and that, in part, was my acceptance of being a teacher of teachers of special children. I had to set very small tasks for myself that I could easily accomplish without too much discomfort. I believe the process I experienced is analogous to what each classroom teacher must experience when a special needs child is mainstreamed. Teachers may not be accepting the special learners willingly, but they have to work on making mainstreaming work.

The next thing in terms of my professional modifications process was to identify my needs so I could be educated enough to effectively teach what I agreed to teach -methods for remedial mathematics. I had to determine, as does a classroom teacher, special methodologies that are appropriate for working with the special needs child. I searched for special methods and was interested to learn that there aren't many. Those which I could identify we were already using.

The most important part of my professional development was the last step, the one we are here to talk about -integrating. Again I made a promise to myself; every lesson I taught in the development methods courses I would mention the special child. Sometimes I realized during the break that I hadn't given any information about a special needs child, so I would find something to say. Other times I would include information about integrating handicapped children in the regular classroom at the beginning of the period just to get it over with so I wouldn't forget to include it. I hoped that some day integrating information from my remedial mathematics course into the regular mathematics courses would become a natural part of my presentations. It is easier now but only because I consciously made myself do it and because I continue to monitor my behavior in this regard. More about that later.

There are several things I have done to help me in my professional development. I have shared with you what I did at professional conferences; you can also set attendance goals for yourself. Another thing was to force myself to read at least one article in each of my professional journals pertaining to exceptional children. Again, I set myself a goal that I thought I could handle. In so doing, I started learning the names of some of the leaders in special education as well as some of the jargon which I try not to use. The important consideration is that I took specific action by saying to myself, "This is what I am going to do."

Another thing I did with journals was to look over the book review sections much more closely for books related to special education. I decided to let someone else do my screening for me. In the journals I regularly read I know the names of most of the reviewers. I let them tell me the books that are good and those that aren't so good. It saved me a lot of reading time. Further, reviewers provided insight which I did not yet have. Also, I started asking colleagues at other institutions, "What are you doing about special education?" I found that there was a great deal of anxiety because we were the blind leading the blind. At GMU we were considered lucky and we were envied because we had a math educator rather than a special educator teaching the remedial math methods course. Others envied us because special educators usually don't have a background in mathematics, therefore, the emphasis is more on special education characteristics than on mathematics. As I found myself in this enviable position (according to my colleagues) I would say to them, "OK, I'm in this great position of teaching a special education course and I don't know what I'm teaching. I don't have any special training." As a result, we started sharing bibliographies and materials. One videotape which was shared shows how a particular commonly used math test is administered. Much helpful advise, materials and information came from this informal networking. When I saw my colleagues and asked, "What are you doing about mainstreaming?" I found that most of us were in the same boat; we didn't want special educators to teach math courses, but we didn't feel qualified to teach them ourselves. The question became, "Who is best qualified to teach remedial mathematics methods courses?"

One other advantage I had over the rest of you is that I shared an office with a special educator, Carol Sears. That really helped because I could get my questions answered rather quickly. I also found that I was more willing to acknowledge ignorance when I did not know an answer to a particular special education problem. There may be some reluctance to say that about one's own field; it's so much more legitimate to say, "that's special education, I don't know about it. I'll go find out." Carol was always right there and that made it so easy.

From talking with others at professional meetings, I found that others had the exact same questions as I. They had either worked through them or were in the process of working through them. One result of talking to colleagues is that a couple of years ago a new organization was formed, The Research Council for Diagnostic and Perscriptive Mathematics. I became a member primarily because the focus was on special education in mathematics. I've learned a lot from that group. I found out about the Council by attending a special education session at a professional mathematics meeting.

Another professional thing I did on the way to becoming a mainstreamer was to suggest to students that they consider the implications of the usual math curriculum for special education. Last year it was textbook adoption time in mathematics for the State of Virginia. I had my students review the textbook under consideration and find out what is being presented in regular texts for students with special needs. My students have taught me an awfully lot. They found that textbook companies are now extremely concerned about mainstreaming. For example, one student found that the Holt series has a four-page insert in every teacher's manual on teaching mathematics to the special child. Such things as P.L. 94-142 and the least restrictive environment are explained for the math educator. Also, characteristics of special needs children are presented and suggestions given with regard to what the math teacher might do to effectively present lessons for varied learning needs. Students left the textbook review experience knowing they aren't alone in the world of special needs youngsters but that the teacher's manuals provide guidance. Students found information and shared it with me and the class as a part of their regular assignments. We all learned from this approach. The point is, in terms of my professional development, I realized that I couldn't do it alone; so, I used people around me such as Carol Sears with whom I shared an office, and my students. I learned that I don't have to do it all by myself; my students can read the articles and I can read their summaries. Students can look at the textbooks and tell me which is the best series if that's my concern. I don't think faculty have to do all the work. We have some very good students, and they can help us learn as they learn.

Another thing with regard to my own professional development: I served on the Instructional Affairs Committee of the National Council of Teachers in Mathematics. The Instructional Affairs Committee is the committee of the Council which is concerned with curriculum and curriculum issues. The Committee gave guidance to the Council on what we should be publishing and what the critical issues at that time were. Having adopted the policy of asking "what are you doing about the special education issues?", we explored the conduct of a special education/math education conference and two of us with Barbara drafted a grant proposal prospectus. While there was definite interest in the idea at the federal level by persons in the Bureau of Education for the Handicapped, we elected to table the idea due to lack of time. The three of us learned a lot and were able to incorporate aspects of what we learned from the experience in our respective programs. One of the things you might want to do, if you are active in your professional organization, is ask the question, "what is the organization doing about mainstreaming?" You will probably find many persons with a lot of ideas regardless of the committee on which you serve. You can use the resources of the professional organization to educate yourself and, in turn, to educate your students.

When we talk about mainstreaming, we are talking about the regular classroom teacher who is teaching mathematics to children demonstrating learning problems. We are also talking about the special educator as a resource to the classroom teacher. Several issues are common to both teacher groups, for example, timed tests. Fairfax County has skill drills every morning. If you can't do your 20 to 50 basic facts in two minutes there is something wrong with you. University faculty have to consider such issues because students will come to class and say, "But my principal wants me to administer timed tests." When this happens I suggest to my students that for the first three minutes of every class session I am going to give a one hundred basic facts test and I'm going to grade each person. When students hear this, they go into a panic. We talk about the child who just can't take a timed test and how unfair it is to give that child the test. Am I teaching about special education and teaching the child with special needs? No, I'm teaching about teaching children.

Another thing that is a particular problem in special ed is the crowded page for the child who gets distracted easily. That's a problem for everybody. We don't give youngsters enough paper or enough time to do most things. Those are issues for all children, not just special education children. The issue is one of being fair to students and of giving them the opportunity to perform at their best.

How do you work with the hyperactive child? I have a basic philosophy that all persons get bored. So, for all children we should change the activity in class. In essense, I'm addressing the issue of the hyperactive child, but I'm setting up an environment in which there are some freedoms for the child who has to get up and move around. Those are the kinds of approaches I use in class to address special education issues.

One of my concerns about much of the materials I've read is that the mathematics is either wrong or so basic that it is not really mathematical. I have always wondered about the special education aspects of the materials. One project I've arranged with Carol is to jointly review books for The Arithmetic Teacher. Carol will review the books with regard to two issues; (1) are the special education considerations accurate and (2) can she as a non-math person understand the math? I will review the same books also from two perspectives; (1) are the mathematics considerations accurate and (2) can I as a non-special educator understand the special education material? We often insulate ourselves in our special areas. We don't share. I think the kind of model I have developed with Carol is something those of you who want to integrate special education into your classes might think of using. The resources are right here in this department, and we might as well use them.

Those are the professional steps I have taken. There is one thing I have avoided in my classes - the three-hour presentation called Special Education Day in which all special problems are presented and dismissed in one lecture. As stated, I set a goal that each day I would mention something about special education, and I hoped that integrating special education issues would become automatic. I feel now that information flows and just comes up when it should. I don't have to think about it anymore. I believe I've integrated mainstreaming into my presentations. I think the reason it now flows for me is that I've answered the question, "what is special about special education?" The answer is nothing. I recognize the methodology I'm talking about, what I consider good teaching, is the methodology that addresses the needs of children - and every child is exceptional in one way or another.

Technically I may never even mention the hyperactive child, but I'm addressing the issue. Probably because I've integrated it so well, I now have to do the reverse, and that is remind students that I am talking about the hyperactive child so they will know they have addressed the issue. I think part of our problem which makes students feel that they havn't been taught anything about special education is that we don't focus on it for them. So I may have to consider reverse mainstreaming and focus student attention to remind them that we are talking about special education students. A film we have does that most effectively. It is called "Teaching Mathematics to the Special Child," and it shows sound teaching practices which I teach as a part of teaching mathematics in a regular class. Students are generally surprised when I show the film at the end of the semester and they see what we have covered in class is presented in the film for special needs students. In other words, the film shows strong mathematics practices which are applicable to regular as well as special needs students.

My basic issue with regard to this whole issue of mainstreaming has been to make my students aware of how mathematics is learned. It is a general field of inquiry and information which can be applied to specific situations and specific children. How each child is special regarding mathematics is for the teacher to identify.

I really see a payoff in my teaching as a result of my approach to understanding special education. I've learned much. In the first place, special educators use a whole lot of words that I don't understand. Secondly, and I really mean this, there is nothing basically very special about special education. I think if we remember this and help our students remember it, we'll be doing a lot toward helping students mainstream special education youngsters.

Meeting the Needs of the Gifted in the Regular Classroom

by

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In order to meet the needs of gifted students in the classroom, teachers must first understand and be aware of the areas of living in which gifted students need special considerations. Secondly, teachers must understand which classroom curricula and procedures will develop gifted students' potential abilities.

Gifted students need special considerations in areas of living where the expectations, by adults, of their performance may vary from reality. Teachers need to understand that gifted students are regular people and have the regular needs of regular people. The gifted student grows physically, emotionally and socially at approximately the same rate as an average student. However, because a gifted student's intellectual growth may be accelerated, teachers may expect other areas of growth to be accelerated. For example, in a junior high school, a ten-year-old boy, who had written a play, had been placed in charge of production. When frustrated by the responsibilitities, his temper flared in angry taunts directed at cast members. His teacher berated him for his childish behavior toward others. However, this student needed a teacher who understood that a ten-year-old did not have the necessary years of development in social skills to be in charge of a group of thirteen and fourteen-year-olds.

Gifted students need special considerations in areas of living where their thinking patterns may be different from the average student. For example, gifted students may comprehend social and personal problems before these understandings are matched by social-emotional maturation. These students may become upset over social injustices and may be sensitive to the plight of the downtrodden. This sensitivity may erupt into angry confrontations with the adult world. Gifted students need teachers who will give them opportunities to learn about the world around them in settings where group interaction techniques help students understand their feelings and attitudes toward the complex issues of society. Teachers may encourage students to become volunteers in community settings where behaviors and attitudes may be nurtured and developed.

Gifted students need special understanding about their strong self-actualizing needs. Self-actualizing needs are often shown by a thirst for knowledge, persistence with long-term tasks, and present and terminal values which are different from their peers. Their self esteem may be based upon inner, not peer values and they may dislike school activities that do not help in the realization of goals. For example, gifted students may have the ability to work hard for years without immediate results. Becky, a ten-year-old, awakens her parents at 5 a.m. every morning to take her to the rink to practice her figure skating. Lisa, a thirteen-year-old musician, practices six hours, daily, without complaint. John, twelve, has memorized the strategies of every sea war in history, and eleven-year-old Joan has memorized Evangeline in one week and wants someone to listen to her recitation. These students need teachers who make provision for the physical exhaustion accompanying long hours of work in childhood. They also need teachers who enjoy, with students, the intellectual and emotional stimulation of tasks accomplished with excellence.

Gifted students have areas of learning that are strong and areas of learning that are weak, just as all students do. However, teachers may expect gifted students to excel in everything. For example, Thomas had outstanding abilities in mathematics but average abilities in English. He became the focus of his teacher's hurtful remarks about the errors in the testing process which had shown him to be gifted. Thomas needed a teacher who understood that intelligence is a composite of one's strengths and weaknesses.

Teachers of gifted students need to understand that the term gifted applies to a wide range of abilities. The child who reads the editorial page of the newspaper and discusses the ideas with clarity at 24 months of age is very different from the child who can read a grade one primer at 36 months. In turn, these children are different from the child who plays a violin concerto with an orchestra at five or the child who performs a figure skating solo at four. Gifted students sometimes just need teachers who can make accommodations for differences. For example, Beth completed the grade six mathematics book in September. In October her teacher told her she had to redo her Math at the same pace and in the same way as the rest of the class. Beth refused, spent her time doing Algebra, and took an F in grade six Math.

Accommodations for differences may be made through classroom curricula and by varying the procedures used. The following suggestions for accommodating to the differences of gifted students are based upon beliefs that gifted students need to know the regular classroom subjects but these learnings should be supplemented by enrichment activities and acceleration; that practical skills should be acquired as well as abilities in the arts and in sports; that the social studies should be emphasized in order to develop understandings about, and abilities in, the processes of democratic government; that exposure to the great ideas of the world will open vistas of learning and that a strong counseling program will help gifted students adjust to their individual life-styles and help develop personal commitments to the utilization of abilities for the benefit of mankind.

Gifted students need to be taught the regular school subjects in sequential order, but known areas of learning should not be repeated. Endless drills and the completion of workbooks do not have a place in gifted education unless students need these drills in areas of learning where learnings are weak. Gifted students make leaps of understanding, and the oversimplified step-by-step methods used with slow learners will cause gifted students to lose interest. Teachers need to analyze the modes of learning by which each gifted student learns and try to utilize these methods in teaching.

Gifted students need enrichment activities with acceleration. Enrichment without acceleration has not proved effective with the gifted. Enrichment does not mean more of the same. Gifted students should not be given more exercises and more homework than other children. Many teachers of the gifted make childhood a burden by giving them more and more work to do until the child reaches a breaking point. School systems and teachers who cause intellectual, physical and psychological burnout in the gifted have destroyed one of our precious heritages--the minds of the gifted. Enrichment should include learning how to use upper level thinking skills, to be part of evaluative discussion groups, to savor the great ideas of mankind, to read widely and to learn about areas of interest in depth.

Because professional preparation is long term and the productive lives of many professionals do not begin until they are in their 30's, gifted students should be given the opportunity to accelerate learnings so that entry into the professions may be made at an earlier age, than at present. The Johns Hopkin's program in mathematics is an example of this, as is the entrance of bright medical students into some European hospitals at seventeen or eighteen years of age. Gifted students should be allowed to proceed at their own pace through the school grades and to complete more than one grade in a school year.

Gifted students' programs may be individualized and extended if teachers will seek for mentors in the school and community. Volunteer mentors help gifted students gain advanced knowledge in their areas of expertise. Mentors are also role models and show students, by their daily living, the excitement of their intellectually advanced life-style. For example, Debra loved to write poetry, but her teacher knew little about the process. She found a poet at the local university who was willing to be Debra's mentor. With his help Debra became a junior member of the community poetry writers' association and had two of her poems published.

Practical skills from the world of reality as well as abilities in the arts and sports need to be learned along with the intellectual learnings of the school. Gifted students should be prepared, pragmatically, for the real world where everyone must know how to clean, cook, take care of one's person, buy wisely in the market place and manage finances. Teachers may give gifted students opportunities to pursue these activities either through in-school classes or a flexible time-scheduling for out-of-school activities. Because a high percentage of in-school sports' programs stress group and contact sports, gifted students may not wish to participate. At early ages, gifted students often comprehend the results of violence in sports and will refuse to cooperate; or they may enjoy the intellectual challenge of individual skill-type sports and avoid group sports. Thus teachers need to make accommodations in curricula for individual differences.

Through the Social Studies program may be developed understandings of the free world's ways of life and the values involved. Gifted students are the potential leaders of society and they need to develop understandings about and abilities in, the processes of democratic government. Courses devoted to value systems, both communal and personal, will provide a basis for future leadership responsibilities. Teachers should study ways to motivate the gifted toward integrity, honesty, nurturance of those less fortunate. Units in the Social Studies program may emphasize participation in student government by learning how to debate, present speeches, and to be an efficient secretary or treasurer or president of school organizations. For example, John, thirteen, was a member of the school's debate team and attended several meetings of the City Council. As an individual project, he developed a mock city council presentation for the school using classmates as council members.

The curriculum for gifted students should expose them to the great ideas of the world in order to open up new vistas of learning. Because gifted students learn faster than the average child, they have more classroom free time than the average child. They are usually able to set long-term goals and delay personal gratification and closure. Thus long-term projects about ideas and interests may be planned and designed in advance. These projects should contain defined intermediary goals, resources, parental involvement, usage of mentors, flexibility of plans and short and long-term teacher evaluations of products. For example, Mary, age ten, had an extensive butterfly collection. The teacher found a "butterfly" professor at the university who gave Mary the opportunity to work with him on some research. In her spare time, Mary worked on this research in a corner of the classroom. Her final report was entered in the local science fair and received an honors commendation.

The world of books may be opened, in project form, to gifted students. In-depth knowledge for the student, the class and the teacher may be the result. For example, Michael, nine, had acted in summer theaters and wanted to know more about the stage. He contracted with his classroom teacher to read plays written for children. From this he wrote and produced a three-act play in which classmates participated. He brought a children's theatre professional to the class as a critic for the final rehearsals and as a follow-up, developed a slide presentation about ways to walk, sit and move on a stage.

Time should be set aside, as needed, to give gifted students the opportunity to talk about themselves and how they view themselves in relationship to the classroom and community. A strong counseling program, whether teacher or counselor generated, will help gifted students adjust to their giftedness, to explore the values of giftedness, to choose appropriate life studies and to encourage some of these students to utilize their abilities for the benefit of mankind. In one school, counselors provided flex-time schedules so that students could be volunteers in hospitals, youth groups and homes for the elderly. Students were encouraged to meet in small groups or individually with a counselor or teacher to discuss their feelings about their experiences.

In summary, teachers may meet the needs of the gifted in the regular classroom by understanding the needs of these students and by using a variety of accommodating techniques that will individualize classroom programs. These accommodating techniques include utilizing gifted students' spare time for enrichment activities, using mentors, developing flex-time schedules that will enable gifted students to pursue individual interests, accelerating progress through the grades, providing resources of materials and teacher-counselor time and encouraging parental and community cooperation in the learning process.

Mainstreaming in the Social Studies:

A Teacher Educator Looks For Answers

by

Robert Gilstrap

Professor of Education - Elementary Social Studies and Curriculum

After one has been in the business of education as long as I have, over 25 years, new developments are often old developments with new names. When I first heard about mainstreaming, my thoughts rushed back to 1960 and my sixth grade classroom where Bruce, a visually impaired redhead, spent most of his school day. He went to a specialist one morning a week, but the rest of the time he was "mainstreamed," and I was his teacher.

My undergraduate program at North Texas State University had not prepared me to work with Bruce, and there was no inservice program for me in the school system where I taught. All I had was Bruce's cumulative folder, a note from his special education teacher inviting me to call her if I needed help, and my own intuition to get me through the year.

Perhaps I did an adequate job with Bruce because I was a sensitive teacher who was concerned about all of the children who came into my classroom. My undergraduate instructors had always told me to be aware of the individual differences of students and that's exactly what I tried to be in my work with Bruce. But when the year ended, I still felt as if I could have done a better job as his teacher if I had known more about the visually impaired.

Almost twenty years later, I found myself at George Mason University sitting in a faculty meeting and being told that we could apply for a grant to help us become more effective in working with our students who would be teaching in classrooms where children would be mainstreamed. I had already had many opportunities to learn about the new federal legislation, P.L. 94-142, and the impact that it was having on public schools by attempting to place children in the least restrictive environment. I could remember the period during the sixties when children had been removed from the regular classroom and placed in special classes because we thought that this would be the best for them. Now the pendulum had swung back in the other direction and we were saying that it would be much better if these children could be mainstreamed into the regular classroom as Bruce had been in mine. Most experts now believe that when possible, handicapped children should have the opportunity to relate to so called normal children rather than be isolated in special classes.

When I heard about the opportunity to develop a grant for a program that would help me and my colleagues to do a better job of working with our students, I was particularly pleased. At long last, I thought, I will be learning more about what you should do when you have children who are mainstreamed as Bruce had been in my early years as a classroom teacher.

I volunteered to help work on the grant because I was eager to receive the training that I felt I needed so badly and because I thought it was very unfair for the faculty to say we were preparing our students for the real world of teaching when, in fact, we failed to give consideration to this important aspect of their work. I must admit, however, that even in preparing the proposal, I still wasn't sure what I really needed to learn and what activities would be most useful to me and my students. I relied heavily on the advice of the special education persons in my department who had not only had recent training in this field, but who better understood the needs of the children who might be mainstreamed.

After the grant proposal was written and mailed, I realized that there was the possibility that it might never be funded in spite of the fact that we all thought it was a good idea. Federal money was becoming tighter and although we all agreed that we needed to have this kind of a program, there were many other universities competing for the same funds. I vowed to myself, however, that even if the money for the project did not come through, I would do what I could on my own to make a difference in the courses for which I was responsible.

We did get the grant funded, however, and in the fall of 1980, we had our first inservice meeting. The thing that I remember most about this meeting was that our focus still was on the legislation. I felt that I had already heard enough about the legislation and was ready to begin learning more about what I should be teaching my students. The final part of the workshop helped us examine where we were as faculty members in the innovation process. I believed that I had already begun to implement some of my ideas and was now eager to begin getting more ideas to take into my own classes. As I listened to my colleagues, I realized that we were all at different places and that there were some members of the faculty who didn't even believe in the mainstreaming concept and were rebelling against it inspite of the fact that it was being implemented throughout the nation. It appeared that all of our group meetings would probably be ones in which a lot of what was being done would be for people who were at a different point while other activities would be just right for me.

The next meeting that I attended was most helpful. It was a retreat at Evans Farm Inn. Although we did have some general presentations, including a speaker who talked about the legislation, we also had some small group sessions at which time we were able to learn how various school districts within the Northern Virginia area were actually implementing the legislation. I went to one which focused on writing an IEP. I knew that these had to be developed according to the law and I had seen filmstrips about developing them, but by sitting in a small group with a person who was actually responsible for doing this in her school proved to be much more useful than any of the previous experiences.

Another thing that happened at the retreat that was extremely valuable as well, was having several handicapped persons talk about what it was like to move through our public school system with their particular handicaps. Since many of us have been isolated from such individuals in the past for many reasons, it was a revelation to hear some of their comments about how they would like to be treated and their feelings about their handicaps.

The major thing that impressed me was that they wanted to be accepted for what they were able to do and not to be looked on as individuals who could not do very much. They seemed to be saying to us that too much emphasis is placed on the negative aspects of their handicaps, rather than focusing on what they bring to a learning situation. By talking with these adults who had achieved a great deal in spite of their handicaps and in spite of teachers who were not trained to work with them, I began to better understand that I didn't need to be such a specialist in working with mainstreamed children, but that I did need to be more sensitive to the feelings of individuals with handicaps and to treat them with less awe. Another thing that they emphasized was the fact that we are all temporarily able-bodied and that an accident or an illness could cause any of us to be classified as "handicapped."

As a result of the retreat, I began to look more carefully at the experiences that I was currently providing in my undergraduate classes in order to determine what I might add that would help my students not only feel more comfortable with mainstreamed children, but more confident of their abilities as well.

Since I help my students to develop units of study in the social studies method class, I decided that I needed to acquaint them with the types of students who might be mainstreamed and the kind of special help these children might need.

As materials began to be purchased for the mainstreaming project, I found among them an excellent filmstrip that could introduce my students to the mainstreaming concept and to the IEP requirement that is part of the legislation. This filmstrip and its accompanying materials is called KIDS COME IN SPECIAL FLAVORS[1]. It focuses on learning disabilities, hearing impairments, mental retardation, visual impairments, and orthopedic disabilities. The book and kits of materials that go with the filmstrip help my students to begin to feel more comfortable with the idea of children being different. To supplement this, I found an excellent video cassette that is an overview to a series of programs exploring "Mainstreaming in the Regular Classroom" produced by the University of Northern Colorado[2].

After showing the students these A-V materials, I then talked about ways of adapting their units of instruction for any child. The first of these is management approaches which require no special equipment but which can be done by any teacher who is sensitive to the situation. These would be such things as (1) establishing a comfortable room environment, (2) grouping children into interest groups, special needs groups, achievement groups, friendship groups, research groups, as well as full class groups, (3) scheduling (letting children work at different rates), (4) letting children go beyond the grade level content, (5) individualizing the supervision and guidance of learning, (6) having pupil tutors, and (7) adjusting the quantity of work.

The second group is multi-media approaches. These would include (1) reading materials, (2) learning kits and packages, (3) learning centers, (4) individually prescribed instruction, and (5) audiovisual and manipulative aids.

The third set would be the performance-based approaches. These would be (1) pupil contracts and (2) individual lesson plans such as IEP's.

A final set of approaches could be labeled the Creative or Activity-Based Approaches. These would allow students the opportunity to work with art, music, woodworking, sand, and construction with cardboard.

After developing these materials for my class, I then invited one of the special education faculty members to visit my class and to share her ideas about how units might be modified for the mainstreamed child. She placed a heavy emphasis on finding the level of achievement and beginning from there,and on providing alternative assignments and activities in order to accommodate the various learning problems and styles.

She also emphasized the importance of organization, particularly the need for students to keep notebooks of their work and for the teacher to effectively manage the classroom so that the children know what to expect, had room to work, had enough time, were involved, and had appropriate transitions from one topic to another.

The special educator also emphasized various strategies and techniques that would be appropriate. She began by focusing on grouping, helping children to develop the study skills needed to use social studies materials, using basic language arts skills in the social studies, alternatives for assignments, using creative/ spontaneous expression, and using a variety of resources for children including field trips and other hands-on experiences.

As I listened to her comments, I finally began to realize that what she was saying was that a good education for the mainstreamed child is really what we would like for all children in our classes, but too often because of time and resources, do not provide.

The next piece of information that I was able to use in my class that helped me feel better about what I was doing was a new bulletin by the National Council for the Social Studies entitled MAINSTREAMING IN THE SOCIAL STUDIES [3]. This book emphasizes many of the ideas of my original course presentation as well as those in the material presented to my class by the special education faculty member. The authors discuss the following mainstreaming strategies for the social studies: rewriting the book, grouping, developing new courses, using the worksheet approach, and individualizing.

Well, I have now been through two years of the dean's grant project, and for two years I have been trying to make what I do in my classes more useful to my students. With the help of other faculty members, we have also begun to identify which basic competencies should be included in each of our undergraduate classes. This has been very helpful to me because now I feel as if I am sharing the responsibility with others.

As I approach the new year, I have very positive feelings about the fact that this should be my best yet and that the students in my social studies class will be able to plan and implement units and plans that will be appropriate for their mainstreamed classes. I'm glad I have been able to search for answers although I realize I still have many more questions and much more to learn.

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"Stressing" Relaxation in the Classroom

by

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In recent years we have been made more and more aware of the role stress plays in our lives and its causative relationship to disease. Studies in the urban centers of New York City and Chicago have estimated that almost one third of the residents in those cities are experiencing enough stress to impair their ability to function normally. Sociologists studying the urban population have attributed at least some rise in psychosomatic disease, chronic illness and neurotic disorders over the last three decades to difficulties in coping with the demands of rapid social change. To ignore this relationship of stress and disease in our society is to ignore reality; and to believe children are immune to this process is even more unreal. No one living in industrial, urbanized communities can avoid stress. All children, in the course of growing up encounter personal stresses, such as accidents, illnesses, new siblings, relocation, parental separation and/or divorce, death of a loved one, etc. Children also react to life changes that affect society in general; inflation, world conflicts and the energy crunch. Most children at sometime react to these stresses with either behavioral disorders such as temper-tantrums, acting out in school, and bed-wetting, or psychosomatic reactions from minor disorders such as headaches, or digestive problems to more major disorders such as asthma and juvenile rheumatoid arthritis (JRA).[1,2]

Using questionnaires developed by Coddington[3], life events relevant to children from pre-school to high school age have been evaluated to determine just how much stress (rapid social change) children are exposed to. The findings in such research indicate that the higher the scores are for social change, the higher the incidence of disease.

Rahe and Arthur[4] in a comprehensive review on disease and life changes, cite several cases of extremely young children exhibiting physical effects of stress caused by clusters of life changes in their family. In a disease such as JRA, Heisel was able to show that children susceptable to JRA tended to have recently experienced a cluster of changes in their world, higher in amount of intensity than the average child.[1]

People, whether adult or child, react to stress in a similar manner. Walter Cannon was the first to identify the physiological phenomenon of stress, later researched and refined by Hans Selye. Under stress the muscles are tensed, the heart rate accelerated, blood pressure elevated, respiration increased and generally the body is being prepared for what Cannon referred to as the "fight or flight" syndrome (the primitive survival skills necessary for man to exist under stressful circumstances). Unfortunately, man no longer has the lassitude to stay and fight or even run away from stress. Modern stressors tend to be more

LIFE CHANGE UNIT VALUES

Rank	Preschool age group Life event	Life change units
1	Death of a parent	89
2	Divorce of parents	78
3	Marital separation of parents	74
4	Jail sentence of parent of 1 yr or more	67
5	Marriage of parent to stepparent	62
6	Serious illness requiring hospitalization of child	59
7	Death of a brother or sister	59
8	Acquiring a visible deformity	52
9	Serious illness requiring hospitalization of parent	51
10	Birth of brother or sister	50
11	Mother beginning work	47
12	Increase in number of arguments between parents	44
13	Beginning nursery school	42
14	Addition of third adult to family (i.e. grandparent, etc.)	39
15	Brother or sister leaving home	39
16	Having a visible congenital deformity	39
17	Increase in number of arguments with parents	39
18	Change in child's acceptance by peers	38
19	Death of close friend	38
20	Serious illness requiring hospitalization of brother or sister	37
21	Change in father's occupation requiring increased absence from home	36
22	Jail sentence of parent for 30 days or less	34
23	Discovery of being an adopted child	33
24	Change in a new nursery school	33
25	Death of a grandparent	30
26	Outstanding personal achievment	23
27	Loss of job by a parent	23
28	Decrease in number of arguments with parents	22
29	Decrease in number of arguments between parents	21
30	Change in parents' financial status	21

Coddington, D.R. The significance of life events and etiologic factors in the diseases of children. Journal of Psychosomatic Research, vol. 16, 1972.

Elementary school age group

Rank	Life event	Life change units
1	Death of a parent	91
2	Divorce of parents	84
3	Marital separation of parents	78
4	Acquiring a visible deformity	69
5	Death of a brother or sister	68
6	Jail sentence of parent for 1 yr or more	67
7	Marriage of parent to stepparent	65
8	Serious illness requiring hospitalization	62
9	Becoming involved with drugs or alcohol	61
10	Having a visible congenital deformity	60
11	Failure of a grade in school	57
12	Serious illness requiring hospitalization of parent	55
13	Death of a close friend	53
14	Discovery of being an adopted child	52
15	Increase in number of arguments between parents	51
16	Change in child's acceptance by peers	51
17	Birth of a brother or sister	50
18	Increase in number of arguments with parents	47
19	Move to a new school district	46
20	Beginning school	46
21	Suspension from school	46
22	Change in father's occupation requiring increased absence from home	45
23	Mother beginning work	44
24	Jail sentence of parent for 30 days or less	44
25	Serious illness requiring hospitalization or brother or sister	41
26	Addition of third adult to family (i.e. grandmother, etc.)	41
27	Outstanding personal achievement	39
28	Loss of job by a parent	38
29	Death of a grandparent	38
30	Brother or sister leaving home	36
31	Pregnancy in unwed teenage sister	36
32	Change in parents' financial status	29
33	Beginning another school year	27
34	Decrease in number of arguments with parents	27
35	Decrease in number of arguments between parents	25
36	Becoming a full fledged member of a church	25

Coddington, D.R. The significance of life events and etiologic factors in the diseases of children. Journal of Psychosomatic Research, vol. 16, 1972.

psychological in nature, much of which is precipitated by anticipation. Research stemming from Selye's observations support the concept that one cannot undergo the physiological arousal of stress and its component element of disease and be in a relaxed state. Actually it was Edmund Jacobson the father of progressive muscle relaxation who suggested that stress, anxiety and its natural by-product, muscle tensing, could not exist when an individual was in a relaxed condition. In essence he determined that anxiety and relaxation were opposite physiological reactions and could not coexist.[5]

When the relationship between stress and disease is understood, it becomes obvious that intervention in the stress arousal mechanism is necessary. Intervention can take several forms, while the concept of relaxation is inherent in each of them. Since children spend one third of their lives in school, schools can be an excellent place to teach these skills. It is essential that children have time to relax. Daily time schedules should allow for part of the day when the blinds can be pulled, soft music played and pillows spread on the floor to make the room conducive for total relaxation. The more one looks at the role of schools, it seems logical to expect that there-in lies the responsibility to develop these coping skills. Problems of the stressed child take on an added importance in the school because it is here that anxiety shows a most disabling effect. The "distressed" child will not achieve as much as is warranted by his abilities. In studies by Sarason, Hill and Zimbardo[6] and Cowen, et. al.[7], low academic success was constantly correlated with elevated anxiety levels and the correlation became greater as the child got older.

Intervention

There are many stress coping techniques (relaxation skills) that can produce decreased physiologic arousal, (decreased anxiety). These self-regulatory techniques include yoga, guided imagery, meditation, deep muscle relaxation, etc. Using techniques that include deep muscle relaxation in combination with guided imagery, skills can be developed to teach young children how to relax. Encouraging results have been noted in stress intervention units. Experience with relaxation skills show that most students can master the skills required and meet the goals of tension control or stress management training. These goals are, "1) General relaxation for the purpose of cultivated rest and preventive medicine, 2) Selective or differential relaxation for the purpose of efficient movement."[8] Dr. Lulu Sweigard[9] combined muscle relaxation techniques with guided imagery to enable young children to practice skills necessary for constructive relaxation. Some of her imagery included "The Empty Suit of Clothes," and "The Rag Doll." She suggested that regular exercise of these skills will enable people to accomplish work in shorter periods of time, with more ease, and therefore, less stress.

By using techniques adapted from yoga (meditation), Jacobson (deep muscle relaxation) and Sweigard (guided visual imagery), and by recognizing and relating to the needs and interests of the primary aged child, a unit was developed to help children cope with stress. The unit was designed to be both experiential and cognitive. The basic concepts include the following:

1. Everyone experiences stress. Stress is a part of life.
2. The body reacts to all stress in a special way that helps us to get ready for action.
3. You are in control of your body.
4. Certain activities reduce stress arousal.
5. There are many ways to control stress. Good health habits help us to manage stress.

Materials necessary for the implementation of such a unit are easily collected. They may include large pictures or cartoons of people in stressful situations (i.e. Peanuts characters--including Lucy's "Doctor is in.")

These pictures can elicit children's responses to the content and aid in the discussion of common stressful situations and how the children cope with them. Also a chart of the human body with a wipe off plastic surface could be used to show how the body goes through changes during stress arousal. This allows the children to develop an awareness of inner happenings during stress induced tension, as opposed to a relaxed state.

Methods for units of this type can include lecture and discussion sessions (on the concept of stress and its opposite reaction--relaxation), as well as experiences designed to teach specific relaxation skills. Dramatic play stories that can move the children through various physical and emotional states can make the abstract discussion more real. Here is a sample story with follow up questions and evaluation. It was our intention to have the children act this story out as the teacher read aloud.

> Teacher: "You wake up, and it's snowing thick and fast. You jump out of bed and dress quickly, putting on your heavy jacket, boots, mittens and scarf to keep you warm. You run outside. Already the snow is deep and comes up to your boot tops. It's a little hard to walk through. It's so quiet here that all you can hear is the squeak of your boots as you step through the snow. You walk a little ways and meet your friends. Together you decide to build a snowfort. The snow is so thick and deep that it is easy to shape it into blocks to make the walls. You build the walls of your fort higher and higher. All of a sudden you feel splat! a snowball right in the face. It's cold and wet, and some of it slides down your neck. You turn around, and you see some bigger kids from up the street who've come to take over your fort. You and your friends fight them back with snowballs, making them and throwing them as fast and as hard as

you can. Snowballs hit you in the chest and arms, and a few go smoosh against your face, but finally you win. The bigger kids run away.

You pick up a snowball that you made and look at it carefully. It's a good start for a snowman, so you roll it in the snow to make it bigger and bigger. It becomes so big that you can't lift it, and you leave it. You roll another shape, packing it hard, and set it on top of the first. Be careful! It's very heavy, and you might fall. You make eyes and a nose and a mouth for your snowman. He looks very cold, so you wrap your scarf around his neck. As you do that, something magical happens, and you become the snowman. You stand very still because you don't have any legs to walk with. Your arms are straight and stiff, and you can't turn your head. All you can do is look straight ahead of you. It's very cold and windy and you feel yourself getting stiffer and stiffer. Luckily, when you think that you can't get any stiffer, the sun comes out, and the wind turns into a gentle breeze. You start to feel warmer, the sun gets hot. You begin to drip. You're melting! Your feet become a puddle of water, and you start to slide downwards. Your back and arms feel loose and runny. Your knees fall into the puddle and then your bottom. Water is running down your nose. There go your shoulders! Finally, your head is lying in the water, and then it too melts. You are just a puddle on the ground. Let's stay this way for a while."

After the exercise ask the following questions--"How did the story make you feel? What did you feel during the snowball fight? What did you want to do? Did your body feel ready to fight hard or to run? Did your arms and legs want to move? How did you feel at the end? Could you have run very easily when you were a puddle? What did you want to do then?"

Evaluation: Listen to the children's responses and see if they could distinguish between their physical sensations of relaxation and tension. Ask them if they could feel the difference in their bodies between getting tensed for action and then completely relaxed--as the melted snowman?

In teaching children to relax they must first become aware of their tension and where it resides in their bodies. The most frequent locations reported by children are the eyes, chest, neck, shoulders, and legs.[10] To achieve deep muscle relaxation and body awareness in children, several helpful teaching aids have been developed. These aids are in the format of audio cassettes. Children can listen and learn the specific techniques in either large groups or working independently with a leader or partner. A list of such programs will be included later in this article. Of course the teacher can create his/her own teaching aids. Another example of one such aid is the following exercise. Follow this exercise and discover which technique is being taught.

Teacher: "Today we are going to play a special game. It's a game during which we all have to be very quiet, or it won't work. In this game, your ears are the most important help you have, so open them wide and listen. I'm going to make some sounds, and when we are finished listening, you tell me what you heard. Does everybody understand? Ready? Close your eyes and open your ears and listen." The teacher moves around the room, writing on the board, clapping hands, snapping fingers, closing a drawer, clapping erasers, etc. "Open your eyes. What did you hear?" Children describe the sounds. "Very good. Now we'll play the game again, only this time I will be quiet and you discover what sounds you can hear even when we aren't making any noise. Ready? Close your eyes, open your ears, and listen." After a minute or two, the teacher asks the children to open their eyes and tell what they heard. "Very, very good. Now we are going to do something even harder, and for this we must be very, very quiet. This time we'll close our eyes and listen to just one sound, maybe even a sound that is inside of us. You may be surprised at the sounds your body makes because you think it is silent. But it has things it says, too. Let's listen and find out. Close your eyes, and open your ears, and listen." After one minute, ask the children if they could concentrate on one sound. "Did you ever think that you could listen so long to such quiet sounds? Are you surprised? Were you able to control your thoughts so that you could concentrate on listening? Were you able to control your ears so you could listen to a very quiet sound? Were you able to tell your ears to listen to just one sound? Did you boss your ears or did you do what they wanted? How many of you could tell your ears to listen to a very quiet sound or just one sound? So many of you were in charge!"

Evaluation: Observe the children during the listening game to see if they can concentrate. Listen to their answers to your final questions.

The objective of this "game" was for the children to practice listening skills leading to a form of concentration meditation. Repetition of any technique, or combinations of techniques can be used in a unit of this type.

Implementation and Evaluation

Implementation and evaluation of this type of unit is extremely feasible. The school system, as it exists, reaches most of the population of American children. Work by Barabasz[11] indicated that classroom teachers with minimal training (several sessions) have functioned effectively as "paraprofessional therapists" in applying relaxation skills to reduce test anxiety in their students. After limited training, using carefully prepared materials, teachers were able to train their students in muscular relaxation and use of imagery. Preparation of teachers can be done within the existing framework of the in-service training program for teachers. In terms of evaluating the success of each unit, statistical techniques as well as naturalistic observations can be employed. Allan Abrams[12] worked with elementary school children in examining the relation between meditation and a variety of measures including affective and cognitive instruments, achievement, and teachers' and parents' ratings. He concluded that children who meditated exhibited better self-concept, greater academic achievement and more cognitive growth. Teacher ratings can answer these additional questions: Have class attendance records improved? Has disruptive behavior in the classroom changed? Has individual academic achievement improved? Do children appear healthier and happier? Is there any feedback from the children's homes? But perhaps the best evaluation can only be done on these children 20-40 years in the future. Once skills are learned, practiced, and integrated into their lives it would be valuable to see how their resistance to stress (via intervention or relaxation during stress arousal) has affected their overall resistance to chronic debilitating disease.

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Classroom Teacher's Resources for

Relaxation Techniques

1. *The Kiddie QR*. Liz Stroebel, Charles Stroebel, Margaret Holland. $49.00 each unit (four tapes and teacher guide books). For more

information write to: The QR Institute, 119 Forest Dr., Wethersfield, Connecticut 06109. "Kiddie QR is an educational preventative health care program for little folk ages 4-9. It is a delightful way for parents, teachers and clinicians to practically deal with children and stress."

2. QR for Young People. Margaret Holland, Charles Stroebel, Liz Strobel. $47.50 each unit. For more information write to: The QR Institute-South, 8509 N. 29th Street, Tampa, Florida 33604. "to substitute a self enhancing response-the Quieting Response-for self defeating responses such as temper outbursts, drug use, violence, headaches, and stomachaches." Ages 9 and up.

3. Foundation for Conscious Living. Jan Lowenstein--Children's Relaxation Tapes. $8.00. For more information write to: The Conscious Living Foundation, P.O. Box 513, Manhattan, Ks 66502. Tapes on Body Awareness and Progressive Relaxation Techniques for children ages 4-12.

4. Meditation for Children. Deborah Rozman, Celestial Arts, Millbrae, California, 1976. Excellent techniques for involving young children through adolescence in meditative skills.

Will Mainstreaming Ruin Your Shop And Burn You Out?

by

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Hopefully, the answer to the question posed in the above title will be a resounding "No". If the answer is yes, then something is definitely very wrong and it may not be you! The purpose of this article is to inform laboratory teachers of the real mandates imposed by Public Law 94-142 and thereby to alleviate some of the anxiety experienced by teachers who anticipate their first real experiences with mainstreaming. After rumor and myth are replaced by fact, the teacher's real duties regarding mainstreamed students will be discussed in terms of working with P.L. 94-142 rather than against or around it.

Stress and Burnout

Teacher burnout is a problem today and it has been well documented in the leading journals of education. McGurie (1979) pointed out that many frustrated teachers want to leave their profession. The problem has no limits in terms of grade-level, subject, or discipline--teachers burn out in all educational settings. Stress has been named in numerous articles and studies as a prime causative agent in the burning out process. Causes of stress include uncertainty, abrupt role changes, and role overload or underload (Colarelli, 1978). Stress, in its various forms, is cumulative in that the victim's resiliency and ability to cope with stress is reduced by subsequent stress producing situations (Styles & Cavanaugh, 1977). Among the many factors contributing to stress development are uncertainty, anxiety, and sometimes even resentment teachers feel concerning mainstreaming. Bensky, et al. (1980, p. 27.) found that "As reported compliance by the school with P.L. 94-142 mandates increased, reported stress from P.L. 94-142 tasks increased and reported stress from other tasks decreased." Thus, teachers not only viewed mainstreaming as stress producing, they ranked it as more stress laden than other facets of their jobs. Other causes of job related stress for teachers include large class sizes, low salaries, demands from parents, and even violence in the schools (Stevenson & Milt, 1975). Mainstreaming could easily become, for many teachers, the "straw that breaks the camel's back." Ryor's (1976, p. 5.) discussion of the stress produced by mainstreaming handicapped students into already crowded classes stated powerfully:

> There must be reductions in class size. Many teachers, overwhelmed with paperwork and other chores, are already fatigued, frustrated, and on the brink of demoralization. Too often, their struggle to individualize instruction and build each child's self-image, self-respect, and confidence has been submerged into mere baby-sitting and attempting a semblance of discipline. And then imagine their plight--yours, perhaps--when faced abruptly and for the first time with blind children, spastics, emotionally disturbed, or other handicapped who join a class that is already too large.

Uncertainty + Confusion = Stress

Since stress has been shown to be caused, in large part, by uncertainty and confusion, it follows that informing teachers should be a viable way to alleviate job stress. We all fear the unknown more than anything else--it is human nature to do so. There is far more stress in the dentist's waiting room than in many other places we go. This is because we anticipate with anxiety what may happen to us, we are not sure but we have heard that it could be pretty bad. This uncertainty produces even more stress than one would have if he knew for certain that he were there for an extraction (assuming he had previously experienced normal extractions). Not knowing one's fate is very stress producing, it is actually scarry.

The unfortunate thing about the example above is that, in many ways, mainstreaming is like pulling teeth. Before we experience either we are somewhat afraid, believe all the rumors we hear (in the teachers' lounge or on the playground), and go into the situation with a good case of human negativism. If the tooth is pulled painlessly or the child is mainstreamed successfully, little more is thought or said about it. But, if the extraction hurts badly or the child is a real problem, the event is never forgotten and is woefully and openly shared with one's peers, thus inducing even more anxiety in them. The extraction should not hurt unreasonably, and the mainstreaming should not upset your entire class. If either of these events is truly bad it is due to mistake, incompetence, negligence, or a combination of the above, and not necessarily your own!

What Do You Really Know About Mainstreaming?

That is, what do you really know about mainstreaming? There are actually seven main mandates of P.L. 94-142 as listed in the Federal Register of August 23, 1977 and they are:

1. Free Appropriate Public Education
2. Individualized Education Programs
3. Least Restrictive Environment
4. Due Process for Parents and Children
5. Personnel Development
6. Confidentiality of Information
7. Protection in Evaluation Procedures

These seven statements could be interpreted in many ways and have been duly misinterpreted by many teachers and administrators. First of all, let us deal with that dreadful word "mainstreaming". Which of the seven mandates says all handicapped students must be mainstreamed? If you named any or all of them in your answer you merely transmitted someone else's ignorance and kept that awful rumor stirred up. Let's look at each of these mandates realistically and see what they truly do require.

Free Appropriate Public Education. This provision merely means that parents of handicapped students should not be penalized with excessive extra expense to educate their children (regardless of setting) and that free public education which meets the student's needs must be provided. This requirement affects teachers very little and will not be discussed further.

Individualized Education Programs. This one may affect you as a teacher, that is, it will if you are prudent! Teachers who will have handicapped students mainstreamed into their classes are not required to participate in planning IEP's (Individualized Education Programs) but they have much to gain and nothing to lose by doing so. Basically, the IEP is planned by a staff of several people including the child's special education or resource teacher, another representative or administrator of the institution, the child's parents, at least one person qualified in evaluation, and other teachers who are invited due to mainstreaming if they so desire. You, as a teacher, do not have to attend but it is your best opportunity to learn about the child's true capabilities and disabilities, what is actually expected of the child (both in your class and in general) and where you can go for help if you need it. It is also your best chance to augment the child's IEP and share your own professional opinions and judgements. The meetings are usually not long and there are very few of them for any teacher to deal with (except those who teach special education). If there is one thing that a teacher can do to better prepare for and understand a mainstreamed handicapped child, attending the IEP planning meeting is it.

Unfortunately, general education teachers are so prone to not attend these sessions that the specialists have generally stopped even inviting them to do so. Therefore, you may actually have to seek out such opportunities yourself when you learn of the assignment of a mainstreamed child to your class. Close follow-up contact with the special education or resource teacher should also be maintained to insure that the goals of the placement are both realistic and attained. Many sad and regrettable situations have been caused because the regular class teacher was unaware of the goals of the mainstream placement resulting in counterproductive efforts by both teacher and student. Simple attendance at IEP planning sessions can greatly reduce the occurrence of these problems.

Least Restrictive Environment. This is the one that has been most misinterpreted. There are countless teachers, administrators, parents, and even children who think that all handicapped children must be fully mainstreamed because of this mandate. THAT IS ABSOLUTELY NOT TRUE! This mandate means that, when a child can benefit from being mainstreamed, and the rest of the class will not be disrupted by such action, regular class placement should be made. The student must be approximately at a level to fit into and gain from the class or else mainstreaming would create a most restrictive environment and be a direct defiance of the law (Goldman, 1980). If you have heard or experienced a "horror story" due to a poorly placed, mainstreamed child it was due to someone's deliberate breach or misinterpretation of this provision of P.L. 94-142. Does this quotation from the Federal Register (August 23, 1977, p. 42497) say that all children must be mainstreamed regardless of the outcomes of such action?

> To the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, are educated with children who are not handicapped, and . . . special classes, separate schooling or other removal of handicapped children from the regular educational environment occurs only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily . . . it should be stressed that, where a handicapped child is so disruptive in a regular classroom that the education of other students is significantly impaired, the needs of the handicapped child cannot be met in that environment. Therefore regular placement would not be appropriate to his or her needs.

Does "Least Restrictive Environment" always mean mainstreaming? Certainly not, it sometimes will mean placement in special classes or, in extreme cases, even in a special residential school equipped to manage profound problems.

Due Process for Parents and Children. This mandate usually affects general education teachers very little, but it can and should be used by them to correct poor mainstream placements. It provides for:

The duty of the school to keep parents informed,
The parents' right to review records,
Parental consent required for certain actions,
Independent educational evaluation, and
Impartial due process hearings when placement is challenged or procedural safeguards are not observed.

These provisions are chiefly aimed at insuring fairness to students, parents and teachers. If you, the teacher, feel that a child has been improperly placed you should request, or have the parents request, a reevaluation of the placement. You could even, as a last result, act as an agent of the public educational agency by calling for a hearing (Claire, 1980). Thus, this provision can be used to protect all persons, even the teacher, against harms created by grossly inappropriate placement. In fact, if a student has been so poorly placed in your class as to cause failure, decreased self esteem, and disruption of the handicapped or other students, it is your right, professional duty, and moral obligation to press for reevaluation and a more suitable placement.

Personnel Development. Teachers and support personnel must be provided with training and materials commensurate with their duties relative to mainstreamed children.

Confidentiality of Information, and
Protection in Evaluation Procedures. These closely related sections insure fairness to students and parents and they will rarely affect the general classroom teacher unless a due process hearing is required.

How Did the Misconceptions Come About?
Since it is clear that wholesale mainstreaming without regard for teachers or students (handicapped or otherwise) was not the intention of P.L. 94-142, why did this ugly rumor begin? The only partially reasonable cause of these misconceptions is the sad fact that the chief way in which application and effect of P.L. 94-142 has been monitored is by simple "nose count": How many handicapped students are mainstreamed? Administrators quickly perceived that: regardless of what effects there were on staff, handicapped students, or other students; the way to look good in terms of compliance with P.L. 94-142 was to have a lot of mainstreamed noses to count- everywhere and everyone without much regard to true needs of students. Some administrators were so convinced of this that they blindly pressured their staffs for increased mainstreaming. Better understanding of the true Federal mandates and increased reliance on the judgements of special education specialists have begun to alleviate these problems.

If administrators had a hand in starting the rumors, teachers had an even larger part in spreading them. Have you heard much talk in your teachers' lounge about successfully mainstreamed children? Do you realize that there are probably many such instances in your own school but you only hear the "horror stories" about a few poorly placed students who do not fit in and who cause much grief for their teachers and classmates? Actually, most mainstreamed students are so well matched to the regular classes chosen for them that they are not noticeable at all unless their handicap itself is visible. Only a small percentage of mainstreamed students require a significant amount of special help in order to succeed. The author has personally known teachers who have had mainstreamed students in their classes and did not even know it. Typically, mainstreamed students are well liked by their peers and they often put forth extra effort to assure their own success in regular classes. But still, even teachers who have had successfully mainstreamed students will complain bitterly in the teachers' lounge and condemn the whole practice of mainstreaming if they have one poor experience.

What Should the Teacher Do?

This sad state of affairs can be easily corrected if teachers will do three simple things:

1. If you have a successfully mainstreamed student in your class, openly brag about him/her to other teachers and share your proven techniques with them as well.

2. If you have a poorly placed mainstreamed student, request reevaluation or alternate placement through the proper channels,

even including a hearing if necessary, but do not gripe and complain in the teachers' lounge.

3. If you have no real experience with handicapped students, shut up! Do not spread the rumors of others. This level of professionalism should be expected of all teachers.

Additionally, the following guidelines quoted from Goldman (1980, p. 263) should assure successful mainstreaming in accordance with the law:

> Mainstreaming, if it is to be carried out in the way it was designed, should be placing students into regular classrooms when they have demonstrated the academic and social skills to profit from regular class placement. Such a move should not necessitate major changes in either teaching techniques or preparation for the regular teacher. Although some minor accommodations may be necessary, these should not require teachers to abandon their normal styles of teaching . . . the special education teacher must bring the child up to an academic level that allows the youngster to fit comfortably into the group . . . if the child is not ready academically or fails to adjust socially, the receiving classroom teacher must be willing to report this fact.

Summary

If the rumors in your school have you expecting at any moment to receive a deaf - mute - blind - mentally retarded - emotionally disturbed quadraplegic in your advanced woodworking class, they are not atypical. The good thing is that they are also not true. The entire intent of P.L. 94-142 is not to encourage haphazard mainstreaming but to meet the needs of children most effectively and in the most nearly "real world" setting which is feasible. The benefits to other students from encountering handicapped persons in their regular classes are usually great enough alone to justify appropriate mainstream placements and the benefits to the handicapped students are even greater than those. Successful mainstreaming has been the general occurrence, but the rare and unfortunate poor placement has received all the publicity. Teachers must stop spreading rumors and start working to rectify improper placements. When these goals are achieved, the level of stress regarding mainstreaming in the schools will diminish and the importantly beneficial qualities of P.L. 94-142 will be evident to all. Will mainstreaming ruin your shop and burn you out? Should it?

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Selection And Evaluation Of Instructional Media For Handicapped Students

by

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ABSTRACT

Every handicapped child has a Constitutional right to a "free, appropriate and public education," according to recent federal legislation. An "appropriate" education includes services and media prescribed to meet each individual child's needs. Short-term instructional objectives based on these needs indicate learner characteristics and the kind of instructional media that will most effectively facilitate learning.

Cognitive, affective and psychomotor objectives describe different learning styles and learner strengths and weaknesses. Thus, objectives can assist in assuring an effective match of learner needs with media descripters. Different formats and presentation methods help meet different instructional needs. Therefore, how media are selected is crucial to the optimal development of handicapped children. Guidelines for media selection are applicable to all educational settings in a systematic and economical fashion.

Public Law 94-142, the Education for All Handicapped Children Act of 1975, mandates a free, appropriate, education for handicapped children[1] The foundation of an "appropriate" education for each of these students is an Individualized Education Program (IEP). Every handicapped child must have an IEP which specifies what objectives, services and evaluation procedures are required to meet his needs. These students must also be taught in the least restrictive environment, the regular classroom, as much as possible[2].

Meeting the individual needs of handicapped children in the schools requires services which include the most effective instructional media. How media is selected and used to meet the child's need is a major challenge of school media specialists and classroom teachers.

NATURE OF THE CHALLENGE

Eleven different categories of handicapping conditions impair the educational performance of children. Within each category every child is different. In addition to primary handicapping conditions, e.g. Specific Learning Disabilities, educators are confronted with different learning styles and different profiles of academic strengths and weaknesses. The variability of any group of children indicates a variety of well designed instructional media. Which media are chosen and how they are evaluated is crucial to the optimal educational progress of handicapped students. With so much variability in children and instructional media, prioritizing characteristics of students and media is a major educational task.

A great deal of instructional time is often spent on assessing student needs and selecting teaching strategies. On the other hand, the selection and adaptation of media often receives little attention. With more than 75 per cent of classroom instruction associated with media and materials[3], their selection is critical to the successful conclusion of instructional planning.

Regular classroom media that help the average child in a group must have enough variety to maintain interest and motivation. Additional media is needed by nonaverage class members. Handicapped children represent the greatest challenge for media evaluation and selection for classroom use. Because these children have unique characteristics, teachers and media specialists must select and adapt according to IEP prescriptions.

CHARACTERISTICS OF THE CHILD

Individualized Education Programs emphasize the child's needs as the basis for the goals and services. Pupil needs must be defined at least in terms of:

1. current levels of functioning;

2. strengths and weaknesses; and

3. curriculum requirements.

All learner needs must be represented in short-term instructional objectives. The major types of objectives generally indicate different learner needs. For example, cognitive objectives reflect informational needs. Affective objectives describe emotional-attitudinal needs and psychomotor objectives define motor skill needs.

Current levels of functioning include performance on aptitude, curriculum, learning processes and adjustment tasks. Aptitude assessments is the most general descriptor of student levels. It is used as a comparison point for other measures. Curriculum areas of most concern are those that are basic to progress in other subjects, the "three Rs." A handicapped child often has a discrepancy between his age and achievement levels. When math, reading or communication skills are significantly below age-grade level, assessment of the reasons for the skill performance in terms of processes is indicated.

Learning processes that are the most important, when academic achievement is delayed, are related to reception, association and expression of information. Receptive processes occur in the sensory channels, e.g. tactile, visual, and auditory. Some children have difficulty understanding what they see. Some of these pupils compensate by becoming visual or auditory learners, i.e. adopting one of these learning styles. Such weaknesses and learning styles are important characteristics in media selection.

Associative processes include discriminating one idea from another, relating ideas to other concepts (generalization), and memory (short/long term meaningful/nonmeaningful). Each of these processes indicates different criteria for media selection and use for optimal instruction.

Expression is also an important process. When either verbal or written language is delayed, intensive and creative instruction with appropriate media is essential to the child's communication. Communication skills can be prompted, rehearsed and reinforced with appropriate media.

Student social and classroom adjustment is another concern of teachers of the handicapped. Many of these children have difficulty following directions, attending to a task, tolerating frustration, and relating socially to peers and adults. These skills must be learned. Therefore they must be taught, and this can only be accomplished with the medium consistent with the message.

Strengths and weaknesses of a pupil are relative terms. General retardation is rare, compared to the number of children who have weak memory skills, have strong comprehension of subject matter, and vise versa. Regardless of whether these children are generally or specifically below grade level, such individual characteristics can guide the selection of media for the classroom.

Finally, to the extent that the curriculum represents what all students need to learn, it also identifies needs of handicapped children. From a consideration of curriculum, along with the previously discussed variables, it is clear that many factors are involved in meeting the unique, individual needs of handicapped children in the schools. One of the most important aspects of their instruction is the nature of media selected for their instruction.

CHARACTERISTICS OF MEDIA

Once the needs of handicapped children have been defined, specific media can be matched to student characteristics. Descriptions of media that are particularly relevant to pupil needs are format, level and content. Many systems have been developed to identify media and materials according to these descriptors. Among them are the Prescriptive Materials Retrieval System[4], the Educational Patterns Incorporated (EPI) Retrieval System[5], Los Angelel's System[6] FORE (Fundamentals, Operations, Resources and Environment), and New York's Computer Based Resource Units. These systems assist in the selection of media for individual and group use. Their costs are great, however, and their applicability relatively limited to local collections of media. In addition, the media represented in these systems is generally restricted to print and kit formats. More formats need to be considered for their unique contributions to the learning of individual children. Of particular value to achieving instructional objectives are media format presentation and response characteristics.

An anslysis of the characteristics of basic instructional media indicates a variety of strengths and weaknesses for meeting the specific learning needs of handicapped children. Knowledge of these characteristics is extremely valuable to the team which is responsible for the development of each IEP.

Instructional media formats to be considered include still pictures, motion pictures, television, audio materials, objects and models. This list is not exhaustive but it represents the basic types of media available to address students' needs that are often unmet by print materials and didactic methods.

Still pictures include study prints, overhead transparencies, slides, and filmstrips. Media in this category can be used very effectively to teach such skills as visual discrimination, memory and concepts. Basic information, rules and principles are easily learned through these media. Thus, when students have visual channel disabilities these media provide an appropriate presentation format for learning cognitive skills specified in the child's IEP. The visual learner, on the other hand, can employ still pictures for reinforcing auditory concepts. As a group, these media are much less effective in teaching affective or psychomotor objectives than cognitive objectives. However, Fotomotion is an overhead transparency format adapted to provide a framework and prompts for developing handwriting skills. Other creative adaptations of these media would make them more suitable than visual for teaching psychomotor or affective skills.

Motion pictures, in a variety of sizes and formats, are other media of value in the classroom. In addition to being able to introduce visual information and concepts, and providing variety in instruction, it has unique values. According to William Allen, films are most effective in teaching: visual identification; learning principles, concepts and rules; and learning procedures[7]. It is also very useful in teaching skilled perceptual-motor activities, and developing attitudes, opinions and motivations. These values are unique to a medium that can provide "vicarious reinforcement and imitative learning through modelling[8]." Therefore, these media are excellent which are often described in IEP objectives.

Instructional television is similar to motion pictures in terms of the audiovisual mode of presentation and the effectiveness of teaching affective and many cognitive skills. However, because of its small image size, limited range of movement and poor resolution it tends to be less useful in meeting objectives dealing with visual identification and performing skilled perceptual-motor activities.

Audio materials include tapes and records. These media are useful in teaching auditory attention and discrimination. Most information and concepts are better taught through other means, as are psychomotor and affective skills. Many kits contain audio components to teach listening and audio attention skills. The Checkered Flag Series is an example of a kit for students with weak visual decoding. The audio cassettes provide information through the stronger auditory channel and supplement the higher interest, low vocabulary readers. The Language Master is a popular recorder for teaching sound-symbol association and other auditory skills that are associated with visual cues.

Real objects (manipulatives) and high level simulated mock-ups provide an important stimulus for students to learn tasks involving psychomotor skills, according to Anderson[9]. This medium combines tactile and visual reception of information, which is required for many students with learning problems. The Cuisenaire rods and Stern Structural Arithmetic involve many manipulatives in math instruction. The DLM materials teach perceptual (visual) motor skills. Such media are often prescribed for use in meeting IEP objectives.

One of the primary requirements of the IEP is its individualization. Media can be selected and prescribed to meet a specific child's unique educational needs. As is clear in the overview of the cited media, it is possible to match the unique characteristics of various instructional media with the unique needs of handicapped learners. How can this be most effectively and efficiently accomplished? The following guidelines were formulated from an analysis of educational program requirements, student needs and media characteristics.

GUIDELINES FOR MEDIA SELECTION AND EVALUATION

A system known as the Annehurst Curriculum Classification System[9], has been developed to match materials and learners. It is not a system based on media characteristics or on specific learning tasks, but on the individuality of the learner. Ten human characteristics, such as creativity, motivation, etc., were identified. Likewise, these same human characteristics were identified in relationship to instructional materials. With some guidelines provided, matching of materials and learners could be undertaken. The approach used in this project, and others, are very useful in selecting instructional materials for handicapped students.

The following represent some basic guidelines related to the selection and evaluation of instructional media for handicapped learners.

1. An evaluation of student needs and style of learning must guide the development of the IEP and its media prescriptions.

2. One should consider such background factors as age, sex, intelligence and past experience of the learner in the evaluation.

3. Instructional media should be related to learner needs and the objectives that are written to meet them. Cognitive, affective

and psychomotor objectives require different media. In general, print media are geared to visual sensory development and cognitive objectives. Films model affective skills, and auditory formats facilitate auditory skills. Psychomotor objectives are best achieved with manipulatives in combination with other methods.

4. Media effectiveness is best indicated in the extent to which IEP objectives are met. When the objectives are not met the media may be inappropriate or inadequate. In this case other media can be substituted or supplemented with the original selections until success is achieved.

5. Other criteria should also be employed in the selection of instructional media. For example, the programs should be accurate, up-to-date, and present information in an interesting manner. They should be free from bias and "resist" terminology. Both audio and visual components of the program should be of high quality.

6. An analysis of the cost effectiveness of the medium should be undertaken to determine purchase priorities. In this way the best media will be acquired with the available fiscal resources.

7. For initially identifying media, retrieval systems and source guides can be very helpful. The NICEM Index (National Information Center for Educational Media[10]) and the Learning Directory[11] from Westinghouse are two source guides which can expedite the selection process. The previously cited retrieval systems for materials for the handicapped are also valuable where they are available.

8. Check to see if any information is given by the manufacturer concerning field testing of the instructional program. The effectiveness of media programs should be validated through field testing. This procedure saves educators considerable guess-work.

9. Descriptive and evaluative information about instructional media programs can be profitably stored on note cards, filed in the classroom or media center. Such cards should include such data as the title, description, skills to be taught, input-output sensory-motor channels and other instructional features, evaluation information and utilization design. A personalized, or collective file of this type can be a valuable resource in developing the IEP and selective media for meeting instructional objectives for handicapped children.

SUMMARY

Recent legislation, Public Law 94-142, requires an individualized education plan for every handicapped child in public or private school programs. Objectives which are based on the child's assessed needs direct programs and services, which are major components of the plan. Appropriate instructional media is an important part of services required for educating handicapped children.

Identifying appropriate instructional media is essentially a matching task. Learner characteristics are subsequently related to media descriptors. The child's current levels of functioning and strengths and weaknesses combine with his curriculum needs to identify instructional objectives. Media facilitates learning by its methods of presentation and stimulated learner practice.

For cognitive objectives, simple visual or auditory formats add reinforcements to didactic methods and efficiently provide introductory information. Audiovisual formats, e.g. films, can present effective models of behaviors represented in affective objectives. Psychomotor objectives are often achieved with the aid of manipulatory materials.

Unique learning styles and characteristics of each handicapped child indicate intensive, individualized applications of educational systems. When instructional media are an integral part of these systems, handicapped children will more predictably receive the equal educational opportunities to which they are entitled.

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Academic and Behavioral Rating of Learning Disability Students by Resource and Regular Class Teachers

by

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ABSTRACT

Resource and regular class teachers have been found to differ in their acceptance and perceptions of various groups of handicapped children. It was hypothesized in this study that there would be no difference between learning disabilities resource (LDR) and regular (REG) teacher's ratings of LD students behavioral (BEH) and academic (AC) performance in their classrooms. There was no difference in the behavior ratings of these two classes of teachers, however, the REG teachers' academic ratings of LDR students was significantly below those of their LDR teachers. These results seemed to be consistent with placement criteria (behavior) and traditional academic requirements of regular classes and the reasons for placing these students in special education.

INTRODUCTION

The role of regular class teachers in teaching handicapped children has been specified in Public Law 94-142 (Fitzpatrick and Beavers, 1978). Their attitudes toward mainstreaming are essential to meeting the needs of handicapped children in these classes (Casey, 1978). As Haring (1957) has observed, the attitude and understanding teachers have about exceptional children influences their intellectual, social, and emotional adjustment. Teacher attitudes toward exceptional children have, therefore, received considerable attention (Harasymiw and Horne, 1976; Shotel, Iano and McGettigen, 1972). Several attitudinal studies (Haring, Stern, and Cruickshank, 1958; Warren and Turner, 1966; Tringo, 1970) have found both regular and special education teachers with the same perceptions of exceptional children as those held by the general public, i.e. generally negative and stereotyped. However, a study by Shotel, Iano, and McGettigen (1972) demonstrated that regular class teachers were positive in their attitudes of learning disabled students' academic achievement and social adjustment but only when resource room services were provided.

Most teacher attitude research has been directed to general exceptionalities or handicapping conditions, rather than to specific children with these labels. Generally those addressing various categories of exceptionality have found that attitudes vary with the category. Gifted children have been rated the highest (Panda and Bartel, 1972) and the lowest (Casey, 1978) by regular and special class teachers. Regular class teachers have been found to have more positive attitudes than special education teachers toward certain groups, such as the mentally retarded and speech impaired (Casey, 1978). Thus, it appears that teacher attitudes may vary over time, place and type of handicapping condition.

Evidence has been accumulating on how LD children differ from other children in the schools (Bryan and Bryan, 1978). Teacher ratings of various academic and social behaviors have been superior to most other measures in discriminating LD children from others the same age (Myklebust, Boshes, Olson, and Cole, 1969; Bryan and McGrady, 1972). Thus, regular class teachers have found LD children less desirable than peers in the regular classroom. More importantly, teachers have reacted differentially to LD students.

Bryan's (1974) teacher subjects provided as many positive comments but more negative feedback to these children. Such a difference in teacher behavior may be the cause of differential LD student performance. These students demonstrated more task-oriented behavior in special classes than regular classes. Thus, relationships have been established between teacher perceptions, teacher techniques and behaviors of LD students. However, relationships between regular and LD teacher perceptions of the same students in different, simultaneous placements need to be clarified. Different perceptions would tend to indicate the possibility of too little communication between a child's teachers or different standards, in addition to different teacher behaviors and different levels of student adjustment to the placements.

STATEMENT OF THE PROBLEM

One of the most populous handicapping conditions in public schools is that of specific learning disabilities. Most of the identifed learning disabled (LD) children are in regular classes at least part of the time and are, therefore, under the influence of at least two teachers part of the time and are, therefore, under the influence of at least two teachers with different roles. The perceptions of these teachers may be different and, hence, affect the education and performance of these students. How successful these children are in their regular classes and resource rooms may very well depend on their teacher's perceptions and treatment of them. This, then, is the question to which this study was addressed. What are these perceptions? Are they different? Do they vary with academic and behavioral criteria?

Previous investigations noted the importance of teacher attitudes toward handicapped children in their classes. How teachers perceive or evaluate these students is far from clear, however. That is, the extent to which students with specific learning disabilities are successful in regular classes may be related to, assessed by, and dependent on teacher perceptions of their progress. How regular class teachers and resource teachers evaluate the academic and behavioral adjustment of the same students should be similar if the child is successfully mainstreamed, i.e. in classes individualized to meet his educational needs. Resource and regular class teachers have been found to differ in their acceptance and perceptions of various groups of handicapped children. They have evaluated LD children as a group at equal levels of acceptability. To date, research is lacking on how teachers evaluate the same individual children on the basis of specific academically and/or behaviorally relevant criteria. The purpose of this study was to compare the perceptions of academic and behavioral adjustment of students by their regular and resource class teachers. Because no clear pattern of perceptions has been apparent in previous studies, non-directional hypothesis were tested. It was hypothesized that there would be no difference between learning disabilities resource (LDR) and regular (REG) teacher's ratings of LD students behavioral (BEH) and academic (AC) performance in their classroom.

H_o: LDR-AC=REG-AC
H_o: LDR-BEH=REG-BEH

METHOD

Subjects

Resource and regular class teachers of students in a suburban public school system in the Washington, D.C. area were the subjects of this study. The 15 LD resource teachers in the system were requested to participate in the study. They were asked to rate the academic and social behaviors of five randomly selected students from each of their classes. Thus, 75 students were in the potential sample and 75 sets of four ratings each were in the potential data pool. The regular teachers of the 75 students were in the potential sample and 75 sets of four ratings each were in the potential data pool. At the elementary level, homeroom teachers conducted the ratings. At the secondary level, English teachers were chosen for participation except when a student was not in a regular class for English.

Instrumentation

The Montgomery County Maryland Pupil Observation Schedule was the data collection instrument. It includes ratings for reading, computation, language, reference, and psychomotor skills in the academic area. Nine groups of behavioral ratings are listed on the form including those related to classwork, self and others. Each skill to be rated is briefly described on the form and a five-point rating scale is used, with a zero rating indicating non-applicability.

Procedures

The study was conducted near the beginning of the school year to avoid extended preliminary communication about a student by the student's teachers, which may have contaminated the data.

Teacher participation in completing the forms was solicited by letter. The forms to the two groups (LDR teachers and REG teachers) were the only communications with the subjects and were identical in the instructions. The only variance in the letters was the identification information for the teacher. A numbered code was given to both of a student's teachers to assure privacy and anonymity of students in reports of results.

After subjects were randomly selected from LD classes, one regular class teacher was identified and a coded number was assigned to each student. Numbers 1-5 were used by all teacher respondents to identify returned ratings and by the experimenters to match the ratings of each child by the LDR and REG teachers. Teachers were identified on the forms by initials and school in order to distinguish students with the same number in the school.

As the forms were completed, the subjects sent them in return addressed envelopes through internal mail services to the central school office. Most of the forms were returned quickly but a few were not received until the end of the six week experimental time period. It was conducted near the beginning of the school year to avoid extended preliminary communication about the student by his/her two teachers. None of the data was tabulated until the deadline, when data collection was completed.

Data Analysis

Only ratings given by both of a student's teachers were included in the sample. Data submitted by only one of a student's teachers and data forms with more than two missing responses in a category were excluded from analysis. The total score for a category, then, could consist of zero and up to two missing scores plus all the other scores within that category.

Sums of behavior ratings and sums of academic ratings by each LDR and REG teacher for each student were computed. Correlated two-tailed t-tests were used to test the two hypotheses:

H_o: LDR-AC = REG-AC
H_o: LDR-BEH = REG-BEH

RESULTS

Data forms from 16 LD and 45 regular class teachers were sufficiently complete to be included in the tabulations. The first hypothesis, H_o: LDR-AC = REG-AC, was not supported. The LDR teachers in this sample rated their LD students significantly higher in academic functioning than the regular class teachers. The p-value for this comparison was .031, which is beyond the .05 level of confidence. These differences applied to the group as a whole but were not unanimous. While a majority of LDR teachers had higher academic ratings, there were exceptions. A minority of LDR teachers had lower academic ratings or equal ratings to those of the regular class teachers. However, higher LDR ratings were more numerous than other combinations and their magnitude was greater as well.

The second hypothesis, H_o: LDR-BEH = REG-BEH was confirmed. There was no difference between the two groups of ratings on these children. Both the LDR and REG teachers gave similar ratings of these student's behavior adjustment in their respective settings.

DISCUSSION

Because the variances in LDR and REG teacher behavior ratings of the 56 students were not significantly different, it appears that these students' behaviors are perceived to be similar in their resource and regular class placements. This result might be expected in view of the primary criteria for LDR program eligibility which relies little on behavioral adjustment, as described on the rating form. Thus, for this group of students, teachers in both resource and regular classroom settings had the same behavioral expectations and evaluations. This result may indicate adequate behavioral adjustment for LDR students in their regular class placements. Classroom management and the individualization that it implies are apparently meeting these students' behavioral needs to the same extent in both settings.

Academic ratings of the LDR students by their REG teachers were significantly below those of their LDR teachers. This result is also to be expected in light of traditional academic requirements in regular classes and the reasons for placing these students in special education. A discrepancy between the academic levels of LD students and those of others of their age and ability is a primary basis for LD categorization. Different ratings by LDR teachers probably indicated their differential recognition and acceptance of this discrepancy. LDR teachers would be more familiar with, and trained to be more accepting and appreciative of student academic functioning levels, regardless of the levels of other students their age. On the other hand, REG teachers have more opportunity for academic comparison with age peers and are probably comparing them to these age norms, and possibly what they preceive student potential to be. Individualization of academic instruction for them has apparently had more satisfactory results to the LDR than the REG teachers.

To what extent the teacher rating differences reflected normative comparisons vis-a-vis effectiveness of teaching methods and learning activities needs further exploration. Further inquiry is especially needed to clarify where different teacher perceptions exist and how the instructional procedures are different in the two placements. In some settings, students are unable to show their levels of learning progress because of inappropriate presentation and response modes used for teaching and evaluation. These and other related questions can direct fruitful research foundations for increasingly successful integration of LD students in regular classes.

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New Vistas in Competitive Sports for Athletes with Handicapping Conditions

by

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A natural outgrowth of increasing emphasis on physical activity programs involving participants with handicapping conditions has been the demand for more and better opportunities in competitive sports for these populations. Over the years, especially since World War II, opportunities in sports activities have been available for participants with handicapping conditions. For the most part, however, such opportunities have been in nonschool settings and have involved only adults. Few opportunities have been available for students of school age.

IMPLICATIONS OF P.L. 94-142 AND SECTION 504

Enactment of the Education for All Handicapped Children Act (P.L. 94-142) and Section 504 of the Rehabilitation Act guarantees free, appropriate education and equal opportunities in all activities to all individuals with handicapping conditions. No longer can individuals be denied opportunities to participate in sports activities at any level because of handicapping conditions. Constitutionally guaranteed rights of individuals with handicapping conditions necessitate organizations sponsoring sports activities (public schools, local educational agencies, colleges and universities, community recreation agencies) to ensure equal opportunities for individuals with handicapping conditions. To ensure these opportunities, necessary changes must be made so that individuals with handicapping conditions can participate in and are not discriminated against in regular competitive activities--interscholastic and intercollegiate competition as well as intramural, extramural, and club sports. Also, special activities must be provided where necessary so that individuals with handicapping conditions can have equal opportunities to compete, even through specific segregated activities.

To ensure that existing regular sport programs are available and accessible to athletes with handicapping conditions, consideration must be given to both governance and playing rules. Academic eligibility rules, which deny participation in interscholastic sports to mentally retarded or learning-disabled students because individuals are required to pass a specific number of academic units or Carnegie credits, can in no way meet current criteria, conditions, or legal requirements. Therefore, it is a legal necessity to change such eligibility rules so that students in self-contained or resource special education programs are not discriminated against, excluded from, or denied benefits of interscholastic competition. Some states approach this by granting eligibility on the basis of appropriate progress in accredited special education programs. In other states these decisions are based on adequate and appropriate progress toward attaining goals delineated in each student's individualized education program. Regardless of approach, consideration must be given to individual needs and abilities of each student, not rules and regulations traditionally administered according to categorical generalizations.

Questions continue to arise about age and semester requirements found in all states. Cases involving boys who were in residential schools for the deaf during their early school years have been taken to court in Michigan. Each of these boys progressed into self-contained classes in public schools and eventually into fully integrated programs. Because of thise process, each of these boys exceeded the 19-year-old age limit for competing in interscholastic sports during his senior year. Although legal recourse has long been available in such situations, the appeals of these boys were denied. The Office of Civil Rights (OCR) responded unofficially that these actions were arbitrary but not discriminatory. Recent discussion with OCR personnel have suggested possible changes of opinions in such situations.

A basic premise of Section 504 is equal opportunity, which can necessitate privileges for individuals with handicapping conditions not granted to able-bodied persons. Are granting additional semesters of eligibility and allowing individuals to play beyond specified age limits in situations of this type representative of such considerations? Another interesting situation could result if active participation in interscholastic sports is included in a student's individualized education program even though the individual is beyond the eligible age limit. Local education agencies are responsible for providing services specified through individualized education programs whether or not such services are currently available and even though such opportunities exceed those provided to able-bodied students.

Although most state high school activity and athletic associations are not governed by either P.L. 94-142 or Section 504, schools participating in their activities are so governed. Third-party provisions of both laws prohibit recipients of federal funds from dealing with and taking part in programs sponsored by others that do discriminate, whether or not by intent, and certainly should be applicable in these situations.

DISCRIMINATORY PLAYING RULES

Until recently, rules in certain sports were blatantly discriminatory. For example, individuals with prosthetic devices were automatically prohibited from participating in interscholastic football, soccer, and wrestling; persons with only one of paired parts (eye, kidney, limb) were not permitted to participate in contact sports; and those with no sight could not make physical contact with sighted teammates, so were unable to participate in track events or in cross-country running.

Changes continue to be made so that playing rules are not discriminatory; individuals with handicapping conditions can now participate in interscholastic and intercollegiate sports. In permitting participation of individuals with handicapping conditions, it is important to do so in ways that do not disadvantage able-bodied competitors. The following changes have so far been made in playing rules:

- Prosthetic devices approved by state high school activity or athletic associations enable individuals who wear such devices to compete in interscholastic football, soccer, and wrestling. A stipulation in wrestling requires that individuals competing with prosthetic devices weigh in while wearing them.
- Sighted partners or teammates can assist blind runners in distance events such as track, cross-country, and marathon running as long as the blind runner and sighted partner are identified to meet management and other competitors and do not interfere with sighted athletes (i.e., block narrow paths on cross-country courses). Various types of assistance are permitted, including physical contact, verbal guidance, and use of short pieces of rope. Experiments are now being conducted with radio control through earphones to assist blind runners to compete more independently at higher levels of competition.
- Deaf and hard-of-hearing runners and swimmers can gain equality in starts by increasing the caliber of starting pistols and putting the gun in a down rather than the traditional up position. During the 1980 outdoor track season, experiments were conducted in Illinois in which light synchronized with the starter's gun was used to assist deaf sprinters and runners to attain competitive starts with hearing athletes. Football teams from schools for the deaf compete against hearing opponents by keying offensive signals with a drum from the sideline.
- Rails, ramps, pushers, special spring-handle balls, and other appropriate adaptive devices must be considered and sanctioned by bodies governing bowling to encourage and permit individuals with handicapped conditions to participate and compete with able-bodied bowlers.

INTEGRATING SPECIAL PROGRAMS

Increased coordination and cooperation among major governing bodies of special sports programs for individuals with handicapping conditions have been stimulated through efforts of the President's Commission on Olympic Sports and activation of the Handicapped in Sports Committee of the United States Olympic Committee. This committee consists of 16 active members: two each from the National Wheelchair Athletic Association, National Association of Sports for Cerebral Palsy, United States Association for the Deaf, and Special Olympics. One representative from each of these associations must be an athlete with handicapping condition. The other 6 committee members have been appointed at large by the United States Olympic Committee. Similar cooperative agreements and working arrangements must be established between the special sports governance groups and those responsible for interscholastic and intercollegiate competition: National Federation of State High School Associations, state activity and athletic associations, National Collegiate Athletic Association, National Associatin of Intercollegiate Athletics, Association of Intercollegiate Athletics for Women, and National Junior College Athletic Organization. Specific indications of progress include the acceptance of the Handicapped in Sports Committee in the governance structure of the United States Olympic Committee, the opening of olympic training centers to athletes with handicapping conditions who are preparing for international competitions, and the acceptance of the National Wheelchair Basketball Association as part of the American Basketball USA, the governing body for basketball in the United States.

Canada has already instituted some of these steps at provincial levels. The Alberta Games have been integrated so that events are included for individuals with handicapping conditions along with events for able-bodied athletes. Sections and events for individuals in wheelchairs, for athletes who are mentally retarded, and for those with other handicapping conditions have been included for several years in Alberta Games. Only the Canadian National Games, Pan Amerian Games, and Olympic Games provide more prestigious competition for Canadians. Many interesting and exciting possibilities exist at all levels.

- Introduce similar opportunities and patterns as successfully accomplished in Alberta at high school and college levels as well as open competitions.

- Use medley relays in track, swimming, and special relay carnivals as another means of enabling individuals with handicapping conditions to participate with able-bodied teammates. Relay teams can be established that consist of able-bodied and disabled athletes competing in specific legs against individuals with comparable conditions--able-bodied versus able-bodied, wheelchair versus wheelchair, blind versus blind, and mentally retarded versus mentally retarded.

- Provide opportunities for individuals training for competition at comparable levels to practice together and interact with one another--Olympiad and Olympic swimmers working out in the same pool at the same time and wheelchair marathoners and able-bodied marathoners practicing together.

COMPETITION BETWEEN INDIVIDUALS WITH DIFFERENT HANDICAPS

Individuals with different types and degrees of handicapping conditions and able-bodied athletes can also compete against each other equitably. This has been instituted successfully in Canada where different classes of athletes from wheelchair sports compete. A pentathlon approach is used whereby every competitor participates in five events regularly included in wheelchair games: two events are from track (60-, 100-, 200-, 400-, and 1500-meter races); two events are from field sports (shot, discus, javelin); and one event is chosen from slalom, weight lifting, dartchery, and precision javelin. Each athlete's performance is compared with the world record in each event in which he/she participates, taking into consideration the athlete's category and sex. The world record in each category is equivalent ot 1,200 points. Following 1,200 a graduated scale to zero is used. Scores for all participants in each event, regardless of sex and classification, are compared to determine the winner of that event. Scoring for each event is then computed as follows: 1st place equals 25 points, 2nd place equals 20 points, and 3rd place equals 18 points, with each succeeding place receiving 1 less point so that 20th place equals 1 point. Since each athlete takes part in five events, the maximum attainable score for any one athlete is 125 points.

In one such competition the top four finishers represented four different medical classifications and both sexes. Obviously the approach is viable and sound. Who will be the first to take the next bold step and apply this approach and these principles to similar competitions involving a broader spectrum of athletes with other handicapping conditions? Who will be the first to involve able-bodied athletes?

TRENDS AND PREDICTIONS FOR THE FUTURE

Some individuals feel that the day when events for athletes with handicapping conditions are part of the regular Olympic Games is not in the distant future. Some point to recent developments like formation of the Handicapped in Sports Committee of the United States Olympic Committee, inclusion of the National Wheelchair Basketball Association in American Basketball USA, and hoped-for wheelchair basketball exhibitions in conjunction with 1984 Olympic festivities as indicators of what is to come. Predictions have been made that wheelchair basketball could be included in the 1988 Olympic Games.

Emphasis of approaches that have been discussed relates to highly competitive programs and opportunities. The same goals, objectives, and motivations prevail among athletes competing in special segregated sport programs and activities as among able-bodied counterparts. Athletes taking part in the long and arduous season of the National Wheelchair Basketball Association have exactly the same goals, objectives, and motivations as college basketball players all over the country: Reach the final four and win the national championship!

For unknown reasons, the general public, media, and even many professional providers of services will consider sports involving persons with handicapping conditions as rehabilitations or therapy. These attitudes and perceptions must be eliminated so that recognition is given to the fact that individuals with handicapping conditions participate in sport activities for all the same reasons as able-bodied persons, that is, competition at all levels, fitness, recreation, diversion, and fun. This is not to imply that sport activities have not and are not used as important parts of rehabilitative and therapeutic processes. These, however, do not constitute the emphasis and focus of sports participation for the large majority of individuals with handicapping conditions.

Regardless of handicapping condition, opportunities in sport activities are readily available. Activities include track and field, marathons, swimming, archery, skiing, bowling, golf, basketball, tennis, soccer, weight lifting, table tennis, goal ball, and beep ball, to name but a few. These opportunities are extended through exhibition and participatory activities, such as skin and scuba diving, road racing, and mountain climbing. Nothing is out of the realm of possibility; there are no impossible dreams.

Highly competitive sport activities involving athletes with handicapping conditions represent competitive sports at their best. Athletes train long and hard; competition is fierce with exceptions neither expected nor given. Spectators unfamiliar with these activities marvel at the skill, speed, agility, coordination, and endurance of these outstanding athletes. As with able-bodied sports at any level, competition and preparation enable participants to draw on every skill and ability they have. They set goals and strive to attain each challenge, following through and working for such success. Active participation in these activities helps to make Douglas MacArthur's prophetic words as true and applicable as for able-bodied persons: "On the fields of friendly strife are sewn seeds that in other days and on other fields will bear the fruits of victory."

Learning Disabilities And Learning Problems:

The Ambiguous Junction between Special Education and Regular Classroom Instruction*

by

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Too many children are classified as learning disabled. Unless parents and educators address this issue thoroughly and adequately, the federal government may reinstitute a cap, or upper limit, on the number of learning disabled children whose education may be supported by federal dollars. This was the central message of keynoter Jean Tufts (Assistant Secretary for Special Education and Rehabilitative Services, U.S. Department of Education) and Ed Sontag (Director of the federal Special Education Program) in Chicago at the March 1982 International Conference of the Association for Children and Adults with Learning Disabilities.

Tufts stated that loose screening procedures, variable criteria for identification, and high costs incurred as a result of identifying large numbers of children as learning disabled have led to proposed deregulation of and statutory amendments for Public Law 94-142. Sontag noted that 3% of the general population and up to 50% of the handicapped in some geographic areas are classified as learning disabled. According to the federal government, many children previously served in programs for the mentally retarded and emotionally disturbed are now included in this category, and many "slow learners" receive special education services under the rubric of learning disabilities. Sontag suggested that special education services for slow learners should not be provided in the guise of special education interventions.

As I pondered the points made by Tufts and Sontag, three questions loomed before me. First, why are children labeled? Second, why are so many children labeled as learning disabled? Third, what other forces of change in the educational system surround the learning disabilities issue? In my attempts to answer these questions, it has begun to seem to me that education is approaching several turning points at which the learning disabilities question may become simpler or more complex, depending on the answers and solutions that are offered by both special and regular education.

Although ample evidence tells us that labeling in negative terms can lead to self-fulfilling prophecies, the practice will continue as long as funding from state and federal governments to school divisions is contingent on classification of pupil populations. The dollar value of labeling also extends to advocacy groups which form and define themselves according to descriptors which can aid them in getting resources. Labels have a management value, too, inasmuch as they serve in the organization and administration of special programs.

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Labels serve as boundary lines for research into the causes of particular handicaps and thereby promote the development of preventive measures and treatment programs (Gallagher, 1976, p.3). On the other hand, research findings are often questioned or disregarded because of the great difficulty in matching control and experimental groups by classification category (Newcomer and Hammil, 1976). Further, if labeling truly enhanced research concerning problems of the mildly handicapped, then more clear definitions of current categories would already exist, and overlap in identification criteria and practice would be minimal.

None of these applications of labeling offers strong support for proceeding with an educational practice that represents more of a convenience than creative problem-solving. Categorization fragments educational efforts and hampers the provision of appropriate educational services to all children along a continuum. Federal funding patterns based on categories only perpetuate what federal law was designed to prevent -- education in restrictive, rather than nonrestrictive, environments.

Other organization and administrative models are more humane and more workable. For example, Lovitt (1982) suggests a classification system based on instructional need, which would temporarily classify children according to the specific skills they are learning at a given time. This approach to instructional classification creates short-term roles for children (analogous to pitcher or shortstop on a baseball team), rather than short-term stereotypes.

The criteria for identifying a learning disability are based on evidence: (a) that a deficit exists in one or more basic psychological processes; (b) that achievement is not commensurate with age and ability levels; (c) that a severe discrepancy exists between intellectual ability and achievement in one or more of seven areas (listening comprehension, oral expression, basic reading skills, reading comprehension, mathematical calculations, mathematical reasoning, and written expression); (d) that the severe discrepancy is not primarily the result of a visual, hearing, or motor handicap: and (e) that learning experiences provided have been appropriate (Federal Register, 1977).

Addressing these five criteria should result in clear evidence of specific learning disability. Not so! Cognitive processes for receiving, associating, and using information are poorly understood and exceedingly difficult to measure with any respectable degree of reliability. Since there are few, if any, well standardized tests for measuring mental processes, evaluators generally use subjective means for identifying the presence of a learning disability if a learning disability is suspected.

Although it constitutes one criterion for identification of learning disability, the focus on a severe discrepancy between intellectual ability and achievement is actually a measurement of underachievement. Nonetheless, documentation of such a discrepancy is often used as the sole diagnostic finding in labeling a child as learning disabled.

Ruling out "inappropriate learning experiences" as a cause of discrepancy between ability and achievement requires evaluation of historical data that may be incomplete. Moreover, inconsistent school enrollment or attendance, lack of information about the child's educational needs, or lack of teacher qualifications for addressing variant learning needs, even if proven, may or may not have influenced the learning difficulty that a child presents. Severe discrepancy between ability and achievement might well be the result of environmental, cultural, or economic disadvantage. Interestingly, Algozzine (1980) found evaluation data for low-achieving students in general education and low-achieving students identified as learning disabled to be so similar that he termed the two groups "psychometric twins with different mothers" (p.7). Obviously, learning disability program eligibility was based on factors other than psychometric data in these cases. Algozzine and Ysseldyke (1981) found that 46% of a group of 224 professionals who participate in placement decisions recommended learning disabilities placement for children whose psychoeducational assessment results were all within normal limits, but whose socioeconomic status, type of referral problem, and physical attractiveness varied.

Since "discrepancy" refers to factors internal to the child (achievement in relation to ability), rather than external (learning experiences, environmental, cultural or economic status), identification of a severe discrepancy was expected to improve the precision of the eligibility process. This hopeful assumption has been somewhat distorted by parallel changes in identification systems for other types of handicaps. For example, in 1961 the American Association on Mental Deficiency (AAMD) specified the 84-85 IQ score as the upper limit in its definition of retardation (thus psychometrically qualifying one sixth of the U.S. population, or five out of every thirty persons, for the "mentally retarded" label). In 1973, however, persons functioning in the 75-to-90 IQ range were excluded from the new AAMD definition of retardation. Eliminating these individuals from the official rank of the mentally retarded did not, however, ameliorate their academic and behavior problems nor their need for support services (MacMillan, 1977, pp. 36-37, 52). If they are neither "average" learners nor educable mentally retarded students, they exist now in a very gray educational area.

Unfortunately, federal legislation does not provide for slow learners, nor for mildly and moderately emotionally disturbed or behaviorally disordered children, and few school districts have programs for them in special or regular education. But, because children with mild or moderate learning disabilities can receive special education services, many students with borderline retardation and/or behavior problems are finding their way into learning disabilities programs.

Defining a learning disability has been compared with defining pornography: each is "impossible to define but you always know it when you see it" (Lerner, 1981, p.8). In identifying either pornography or learning disability, the closer each is to "normal," the more difficult it is to identify. The real question remains: why is it necessary to expend professional time, money, and energies to give children negative labels? The same resources would go further if they were used, instead, to adapt general education curricula and to provide a comprehensive continuum of services that would truly benefit all children. Changes unfolding in education and in society may influence, and be influenced by, this fundamental necessity of improving educational relevance.

A Washington Post-ABC News public opinion poll conducted in September 1981 found that 47% of the 1501 persons interviewed believed that President Reagan's budget cuts had been too severe (Sussman, 1981, p. 1). On the other hand, in a 1981 Gallup poll (Gallup, 1981, p. 37), 60% of those queried opposed raising taxes to support schools. More recently, this latter trend appears to be changing. For example, among voters in Seattle, 80% approved a two-year $73 million school levy on February 2, 1982. Similar action was taken in at least 15 other school districts in the states of Washington, Ohio, and Massachusetts, but Seattle's action is particularly noteworthy in view of that city's high unemployment (20%) and its recent sales tax increase. As state and local funds replace federal dollars, it may become more feasible for districts to allocate funds and deliver services without labeling the children who receive them.

Other polls show that the decline in public support for education apparently slowed in 1981 (Gallup, 1980, p. 34; Gallup, 1981, p.35). Clark and Amiot (1981) attribute this shift to the new emphasis on: (a) school environments of discipline and order; (b) an economic, rather than welfare-oriented, justification for educational priorities; and (c) basic skills linked to specific standards of pupil achievement. Public and professional concern with student competency in basic skills may narrow the gap between regular and special education services, and extend the provision of relevant instruction to children who currently bear labels simply because instruction is programmed in discrete, rather than linear, structures.

Another part of the answer will be the continued expansion of general education programs to include mildly and moderately handicapped youngsters, a move initiated by Public Law 94-142. In recognition of this need, the National Council for Accreditation of Teacher Education included a special education standard among its other standards for all programs that prepare educational personnel for any roles (National Council for Accreditation of Teacher Education, 1982, pp. 14-15). Although this change will take time to become manifest in educational practice, it promises eventually to make public education more responsive to the range and variety of students who comprise the school-age population.

Finally, the emerging instructional technologies (including computer applications, telecommunications, video, and the like) will surely revolutionize student instruction and teacher preparation, as well as many traditional structures of service delivery. As these and other forces change society and education, our choices are to act or to react. If we can act upon and with these changes, adopting and adapting them to improve the quality of teachers and teaching and the structures of education, then questions about learning disabilities and learning problems may cease to be issues that we argue about and become, instead, forces themselves for changing education at the turning point of the 1980's.

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Competencies Needed by Student Teachers In Teaching Handicapped Children In A Regular Classroom Setting

by

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It was her first class since certification. The new teacher had carefully planned the day's program for her elementary classroom and felt her plans were adequate to cover any contingency. The bell rang and in swarmed twenty-five eager third graders--and one boy in a wheelchair!

Panic set in! No one had prepared her for this and looking back over her undergraduate training she suddenly realized that she had no idea of how to adjust her carefully prepared lesson plan to meet this child's special needs.

Unfortunately, this scenario is all too common in Virginia as children identified as physically handicapped, learning disabled, hearing impaired or demonstrating other handicaps are being returned to classroom settings with their "normal" peers.

The integration of the exceptional child into the regular classroom has stimulated many problems and concerns in regular education. This mandated movement (P.L. 94-142) attempting to create the "least restrictive environment" for the individual handicapped child is affecting the role of the classroom teacher and is having an impact on the focus of teacher-professional training (Harvey, 1976; Reynolds & Birch, 1977; Saettler, 1976). As a result of the mandate, handicapped children are being placed in classrooms where teachers have had little or no training in special education. Professional teacher associations have reacted to this dilemma by demanding immediate support and training with the exceptional child (Reynolds and Birch, 1977).

Some programs developed for the resolution of this problem are encouraging. Noar and Milgram (1980), in an investigation of teacher training strategies have found that willingness to work with the exceptional child is a strong indicator of attitude change toward the mainstreaming movement. Other studies have been conducted that indicate that interest in and acceptance of exceptional children in the regular classroom can be accomplished by inservice or preservice training coupled with experience in integrated schools (Haring, Stern and Cruickshank, 1958; Harasymiw & Horne, 1976).

In order to evaluate and revise preservice training programs, it is necessary to examine one already existing. The best subjects in a study of this nature would be recent graduates of the program. Past studies focusing on various competencies (Reynolds & Birch, 1977) imply that training programs have been inadequate. These studies have generated the need to survey programs that are "institution-specific" (Middleton, Morsink & Cohen, 1979). In this manner individual revision of various college and/or state programs can be accomplished.

This present study is an attempt to evaluate an "institution-specific" program in a state supported institution in Virginia as perceived by its students. Since this teacher training program meets or exceeds Virginia teacher certification requirements, the results of this study could possibly apply to other preservice teacher training programs in Virginia as well. However, due to the specific nature of the study results cannot be generalized to all institutions in Virginia or to those in other states which may use different criteria for certification.

Method

Subjects

The sample consisted of 51 student teachers for the academic year 1980 - 1981. The students had completed course requirements for state certification and were placed in student teaching assignments in public school systems in Northern Virginia at the time. The students represented both sexes and were teaching in elementary and secondary schools. Individual identifying information was not requested on the survey to insure anonymity of responses. It was felt that individual identification might prevent candid rating of the questions and thus bias results.

Procedures

The student-teachers were asked to examine various competencies relating to the integration of exceptional children into the regular classroom. Subjects were requested to complete a questionnaire rating their level of competency in nineteen specific areas using a scale of 1 (no skill) to 5 (excellent ability). The nineteen questions were grouped in five broad areas of competency. These were: (1) awareness of the foundations of P.L. 94-142; (2) knowledge of specific handicapping conditions; (3) knowledge of assessment techniques and curriculum planning for the handicapped child; (4) awareness of social and communication dynamics within the classroom; and (5) knowledge of behavior management principles. Areas of competency needed by classroom teachers in effectively working with mainstreamed handicapped children were determined by perusal of reports of Deans' Grant projects of several universities.

One object of the study was to evaluate the effectiveness of state approved teacher programs in preparing teachers to accommodate handicapped children within the classroom. To facilitate this evaluation the students were asked to list specific courses or other sources that prepared them in each competency area. In an open-ordered question, students were also asked to comment on what steps should be taken to improve instructional programs for preservice teachers to better prepare them for teaching the exceptional child in the regular classroom.

Data Analysis

Data were analyzed to determine particular strengths and weaknesses of students in the main areas outlined above. Areas were perceived as problems if (1) 40 percent or more of the respondents indicated below average ability and/or (2) the mean response to an item was below an arbitrary cutoff point of 3.0. These criteria were selected arbitrarily by the investigators.

In analyzing the usefulness of specific courses in preparing students in the various competency areas note was taken of clusters of citations occuring at frequently mentioned courses. A course was considered as useful regarding a particular question if it was mentioned by five or more subjects or ten percent of the sample.

Results

Using the criteria specified above, there were only five questions to which students responded with an overall rating of average ability. These were three questions in the area of knowledge of the foundations of mainstreaming, i.e., understanding specific types of handicapping conditions and identifying children with special needs, and two questions in the area of behavior management. To all other areas covered in the questionnaire the students rated their ability as below average (Table 1).

The area of greatest weakness among students surveyed was in the ability to assess the intellectual and emotional needs of individual children and to subsequently plan and implement a curriculum to meet their needs. This includes the preparation and implementation of the Individual Education Plan (IEP) mandated by P.L. 94-142. This question received the highest percentage (76%) of below average responses.

Another area of weakness noted was competency in understanding and meeting the social and emotional needs of the handicapped child and in communicating effectively with parents and other professionals. In this area the question receiving the highest percentage of below average ratings (62%) was the ability to communicate with parents.

The open ended question regarding suggestions for program improvement was answered by 59 percent of the subjects. Of the respondents 24 recommended that a specific course on developmental disabilities and mainstreaming techniques be incorporated into the required curriculum for teachers. Other suggestions were: to include more information regarding exceptional children in the content of regular classroom methods courses (10); to conduct workshops or mini-courses on the subject (2); and to provide direct field experience in special education centers (5).

Likewise, not all subjects listed sources of competencies. Some indicated that no course had prepared them for working with handicapped children or that they had acquired all competencies through experience or volunteer work. Several mentioned they had taken special education courses as electives beyond their approved program. In light of recent proposals to reduce the professional education component of the State Certification requirements it is interesting to note that all courses listed as being useful in acquiring these competencies were from the professional sequence.

The data obtained from those subjects who responded to this part of the survey show that courses were helpful in some areas but not in others. For example, introduction to teaching and human growth and development were cited as being useful courses in the foundations of mainstreaming and in the knowledge of specific handicapping conditions. The course in educational psychology was seen as useful in the above areas and in social needs and behavior management as well.

Other courses provided students with abilities in specific areas related to course content. Introduction to tests and measurements was cited by almost 40 percent of the subjects as being useful in the knowledge of testing procedures. Similarly, courses on developmental reading and language arts were noted as being useful in the awareness of remedial techniques in the learning process. Diagnostic reading was also cited in this area as well as in preparing students to identify children with special needs, select material to use with handicapped students and meet their emotional needs. A course dealing with teaching physical education in the elementary school was also seen as helping students become aware of the reasons for incorporating disabled students in the regular classroom.

Student teaching was indicated as being most useful in the area of preparing students in managing behavior of handicapped children. It was also viewed as quite useful in providing awareness of remedial techniques.

Discussion

The results of this survey indicate that the current certification requirements for teacher training programs in Virginia do not necessarily produce teachers adequately prepared to effectively teach handicapped children incorporated in regular classrooms. As mentioned previously, the programs in question exceed Virginia state requirements for certification. Since P.L. 94-142 mandates that exceptional children be educated in the least restrictive environment, it seems imperative that the Virginia Department of Education upgrade the minimum certification requirements/students in approved programs to acquire the skills necessary to educate handicapped children.

Based on the results of this survey it is felt that state requirements for certification could be improved by including a course in special education as part of the required curriculum for general classroom teachers. This course should emphasize the knowledge of individual handicapping conditions with attention given to curriculum development to meet individual needs. In conjunction with curriculum planning, detailed discussion should be focused on the writing and implementation of the IEP. An important corrollary would be the social and emotional needs of the exceptional child. Attention should also be given to the development of communication skills especially those needed in dealing with parents and other professionals.

A further recommendation for program improvement is the inclusion of more information regarding handicapping conditions within specific methods courses presently required for certification. In particular, courses on the production and utilization of instructional materials could incorporate many techniques for adapting educational materials to the needs of the developmentally disabled. In addition, courses related to fine arts could incorporate methods encouraging visual and auditory stimulation for those children who have difficulty expressing themselves verbally.

A final recommendation is the inclusion of on-site experience at special education facilities as part of student teaching or prestudent teaching field experiences. This would enable students to widen their scope of knowledge from the ideal textbook presentation to a more experimental framework.

Incorporating these three recommendations into Virginia state certification requirements for teachers should prepare them more adequately for the demanding job of fulfilling a handicapped student's educational needs while still effectively teaching "normal" students within a classroom setting.

Table 1
Responses of Student Teachers to Competency Areas

Question Below Average 1 - 2	Percentage Average 3	Percentage Above Average 4 - 5	Percentage	Means of Response
1. Knowledge of U.S. Public Law 94-142.	30	34	36	3.0
2. Awareness of educational rationale for mainstreaming.	12	41	47	3.2
3. Understanding specific handicapping conditions.	44	33	23	3.0
4. Identifying children with special needs.	28	37	35	3.0
5. Knowledge of resources	58	26	16	2.5
6. Knowledge of ethical standards.	59	30	11	2.3
7. Knowledge of testing procedures.	53	24	23	2.4
8. Ability to select special materials.	68	24	8	2.0
9. Ability to develop activities and adjust curriculum.	74	22	4	2.1
10. Awareness of remedial techniques.	48	41	11	2.4
11. Understanding the IEP	76	16	8	1.9
12. Evaluating classroom progress of special child.	66	30	4	2.1
13. Awareness of classroom dynamics.	37	45	18	2.8
14. Adapting classrooms for physically handicapped.	46	28	26	2.4
15. Communicating with parents.	62	22	16	2.2
16. Communicating with professionals.	52	36	12	2.4
17. Using classroom management techniques.	22	35	43	3.2
18. Using group processes for positive social climate.	18	43	39	3.4
19. Meeting emotional needs of handicapped child.	43	35	22	2.6

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Teacher Competencies in Working With Handicapped Children: A Case for the Inservice Role.

by

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Abstract

In an effort to determine the need for inservice education related to mainstreaming, a 20 item questionnaire was mailed to 248 recent graduates of a university's teacher education programs. Seventy-five (30.2%) of those polled responded. Inservice training in all competency areas covered by the questionnaire was rated as extremely useful by at least 30% of the respondents and moderately or extremely useful by at least 86% of the respondents. The results of this study seem to be in line with those of other institution-specific and national studies which indicate a definite need for inservice training in working with exceptional children.

The inclusion of students with special needs in regular classrooms as mandated by the least restrictive environment clause of P. L. 94-142, has created the need for teachers to develop new skills and competencies in order to effectively teach these students. Many educators are not prepared to meet this mandate. Reynolds and Birch (1977) summarize a number of needs assessments which focus on the skills necessary for regular educators to successfully manage mainstreaming in its various forms and degrees. The implication is that the preservice training afforded to regular classroom teachers does not prepare them for the increased demands of instructing exceptional children. Current literature supports this conclusion (Blankenship and Lilly, 1977; Brooks and Bransford, 1971; Gearheart and Wershahn, 1971; Gentry, 1979; Reynolds and Birch, 1978; Rude, 1978; Yarger, Howey, and Joyce, 1977).

The certification requirements in many areas are presently being updated to include additional coursework in psychology and special education. Although some teachers may not recognize its relevance (Middleton, Morsink and Cohen, 1979), additional training for teachers working with handicapped children is needed if implementation of P.L. 94-142 is to result in quality education for all children (Birch, 1974; Gentry, 1979; Guerin, 1979). Archibald (1978) notes a widespread negative attitude of regular classroom teachers toward mainstreaming. He attributes this to the teachers' impressions that handicapped children are being "dumped into their laps" with no help and with no consideration for their ability to adequately teach them. It has been suggested that we stop dwelling on negative attitudes and attack the problem more directly by providing teachers with the skills they need to accomplish that which is demanded of them (Blankenship and Lilly, 1977).

In 1977, The National Advisory Committee on the Handicapped estimated that over 2 million regular educators required additional training in order to effectively carry out P.L. 94-142. Martin (1976) states that "efforts to provide training and experience for regular classroom teachers are not keeping pace with the efforts to mainstream" (p. 6.).

Several studies have suggested that an effective way of meeting this need is through inservice training programs for those teachers requiring additional skills (Blankenship and Lilly, 1977; Rude, 1978; Snell, Thompson, and Taylor, 1979). Both teachers and principals have expressed a desire to supplement their skills through inservice education (Boote, 1975). Superintendents also lend strong support to teacher education through inservice training (Kaplan, Clancy and Chrin, 1977).

The question, then, is no longer whether additional training is needed, but who should provide this training. In summarizing the literature on inservice education, Archibald (1978) states that, "teachers would rather have someone they know and respect provide presentations, even at the expense of less technical information, than someone completely external to their situation" (p. 8.). Teachers' views on inservice delivery as reported by a 1978 National Education Association study emphasized "the use of support personnel as ongoing trainers to expand teachers' skills..." (Rude, 1978, p. 175). On site training personnel who would be available over an extended period of time are called for in order to provide a stabilizing effect on newly acquired attitudes and skills (Lawrence, 1974; Man, 1976).

It would seem that the school psychologist is in an ideal position to fill this inservice role. Not only is he or she an integral part of the system, which was noted as a desirable characteristic, but in providing this service the school psychologist would be increasing his or her total effectiveness (McDaniel and Ahr, 1971). As Guerin and Szatlocky (1974) point out, the regular classroom teacher is often the person upon whom the exceptional child's ultimate success in the mainstreaming program rests. In meeting the needs of this teacher, the school psychologist will indirectly be meeting some of the needs of exceptional students.

The present study is an attempt to verify the need for inservice training related to the teaching of exceptional children and to identify specific competency areas in which such training would be of the most value.

METHOD

In order to plan effective inservice for teachers, it is first necessary to conduct a needs assessment. The assessment procedure used in this study consisted of a 20 item questionnaire dealing with competency areas considered to be potentially useful for teachers of exceptional children who have been included in the regular classroom. Recipients were asked to rate each competency as to its usefulness as a topic for inservice. Each item was rated as either; a.) exceptionally useful, b.) moderately useful, or c.) of no use at all. The subjects were also requested to comment on the effectiveness of their certification program in preparing them to work with exceptional children and to recommend needed changes in that program.

Surveys were mailed to 248 recent graduates of the teacher education program of a state university of Virginia. These programs met or exceeded all state requirements for teacher certification. Seventy-five (30.2%) of those responded. Data were examined to determine which skills were problem areas for regular classroom teachers and to rate those needed skills to determine the highest priority topics for inservice (Table 1).

RESULTS

A summary of the results is presented in Table 1. Inservice training in all competency areas was rated as extremely useful by at least 30% of the respondents and moderately or extremely useful by at least 86% of the respondents. The competencies in which inservice was perceived as being most useful were; "Understanding the specific types of handicapping conditions and the physical and cognitive limitations for each" (86.67% extremely useful), "Identifying for referral children with special needs" (70.67% extremely useful), and "Adjusting classroom management techniques for dealing with exceptional children" (70.67% extremely useful). Competencies viewed as being least useful as inservice training topics were; "Knowledge of P.L. 94-142 and its implications for school programs for the handicapped (30.67% extremely useful) and "Understanding the educational rationale for mainstreaming" (34.67% extremely useful).

Also of interest are the results of the two open ended questions at the end of the questionnaire. In response to whether their preservice training had adequately prepared them to deal with exceptional children, only 18.67% said yes, while 58.67% said no. The remainder either indicated that they had been somewhat prepared by their training (20%) or did not respond to the question (2.67%). This is especially interesting in light of the fact, as mentioned, that the programs under consideration met or exceeded all state certification requirements. A second open ended question asked what modifications were recommended in the preservice program so that future graduates would be better prepared to deal with exceptional children. From the 67 responses to this question, two suggestions for program improvement were derived. A survey course dealing with exceptional children and mainstreaming was recommended by 65.67% of the respondents. Another 34.33% suggested that practical field experiences with exceptional children should be provided prior to the culminating student teaching experience.

TABLE 1

Competency Area	Percent of Respondents who said Inservice Training would be:			
	Exceptionally Useful	Moderately Useful	Of no use at all	No response
1. Knowledge of Public Law 94-142 and its implications for school programs for the handicapped.	30.67	61.33	5.33	2.67
2. Understanding the educational rationale for mainstreaming.	34.67	52	12	1.33
3. Understanding the specific types of handicapping conditions and the physical and cognitive limitations for each.	86.67	10.67	1.33	1.33
4. Identifying for referral children with special needs.	70.67	21.33	8	0
5. Understanding testing procedures used in determining eligibility for special programs.	41.33	52	5.33	1.33
6. Understanding the content of and procedures for writing the Individual Education Plan (IEP).	48	44	6.67	1.33
7. Communicating the special needs of the exceptional child to parents and other professionals.	61.33	32	5.33	1.33
8. Adjusting classroom management techniques for dealing with exceptional children.	70.67	29.33	0	0
9. Understanding appropriate techniques in utilizing resource personnel.	42.67	49.33	5.33	2.67
10. Ability to modify motivational techniques to accommodate handicapped children.	53.33	41.33	4	1.33

11. Ability to modify motivational techniques to accommodate gifted children.	52	41.33	5.33	1.33
12. Ability to modify motivational techniques to accommodate culturally different children.	49.33	45.33	4	1.33
13. Evaluating the progress of exceptional children and using the data to revise the IEP.	41.33	46.67	8	4
14. Ability to adapt educational media for use with exceptional children.	46.67	42.67	6.67	4
15. Knowledge of current educational research dealing with exceptional children.	37.33	54.67	5.33	2.67
16. Assisting in developing programs to help exceptional students gain peer acceptance in the regular classroom.	56	36	5.33	2.67
17. Applying behavior modification techniques to facilitate learning for exceptional children.	45.33	50.67	4	0
18. Coping with the increased demands 1.33 upon teachers resulting from P.L. 94-142.		50.67	42.67	5.33
19. Building self-awareness and self- 1.33 concept in exceptional children.		68	28	2.67
20. Coping with environmental problems which could arise in adapting classroom settings for the exceptional children.	49.33	42.67	5.33	2.67

DISCUSSION

The results of this study indicate that the graduates of the institution in question recognized the need for additional training in working with exceptional children. These results differ considerably from those of Middleton, Morsink and Cohen (1979) who found that a large number of graduates of their institution saw little need or relevance for training in mainstreaming. This may suggest that during the period since the Middleton et al. study was conducted the impact of the implementation of P.L. 94-142 has brought about an increased awareness of the problems of teaching exceptional children.

It is interesting to note that the areas perceived by respondents in this study as being least useful are legal and theoretical items such as knowledge of P.L. 94-142 and understanding the rationale of mainstreaming. On the other hand, those items viewed as most useful are very practical skills needed by the regular classroom teacher such as recognizing specific limitations of the students, identifying students for referral, and making adjustments in classroom management techniques to deal with exceptional children. This would seem to indicate that the teachers in this survey have begun to accept as reality the fact that they will deal with exceptional children and are now seeking training that will enable them to do so effectively.

The responses to the open ended questions seem to indicate further that preservice programs in some areas are still not adequately preparing students to teach exceptional children. While implementation of the program changes recommended by the respondents of this survey may help to better prepare future teacher education graduates, we are still faced with a large number of on-the-job teachers who need to fill in gaps in their training. Inservice programs provided by such staff members as the school psychologist may well be the most effective method of meeting this need.

While this study is institution specific and thus cannot be generalized to other settings, the findings seem to be in line with other institution specific and national studies which indicate a definite need for inservice training in working with exceptional children as well as an upgrading of the preservice training programs to include coursework in this area (Reynolds and Birch, 1977; Yarger, S. J., Howey, K. & Joyce, B., 1977).

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Section IV

MAINTAINING THE MOMENTUM

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Introduction: Will the Past Change the Future?

by

Barbara K. Given

In an introductory article for a series of reports on Goodlad's Study of Schooling, Tyler (1982) shared his observations about educational change:

> A good deal of the public's disillusionment with the programs of Lyndon Johnson's Great Society arose from unrealistic expectations of quick results. In my experience, it takes five to 10 years to develop a program that is significantly different from the previous one and to train the actors to become competent in their new roles. The passing fads that seem to characterize American education stem in part from too little investment of time and energy in developing and implementing new programs; those that are adopted with high expectations are often discontinued before they have had enough time to affect students' learning. Social institutions need to work out a balance between stability and change, but this is rarely done. (p 464)

Effecting change by infusing mainstreaming competencies in regular education teacher preparation programs at George Mason University has been underway a little more than three years--a short time compared to Tyler's observed need for lasting change. It must be recognized that including handicapped children in regular classrooms is more than a passing fad. It must also be recognized that infusion of "special education" teaching strategies into the regular class curriculum is also here to stay. Allen, Clark, Gallagher, and Scofield (1982) note that regular educators will be challenged to teach students with a wide range of behaviors and abilities. But, they add, "It may well be that the single most important result of learning to accommodate the exceptional student will be that teachers will be better able to reach all students. Accommodation techniques for one educable mentally retarded student may facilitate learning for four or five slow learners. Activities for a gifted student may provide the spark for motivating the disinterested student of average ability. The science passage taped for a visually impaired student may be listened to by some of the poorer readers." (p. iv)

By adopting an infusion model at GMU, the liklihood of continued progress is strong because faculty are broadening and developing their own areas of interest. Lilly (1982) suggests that as we develop our infusion model, it is important to avoid too much identification of new material and content with "special education." He encourages us to think about all children and how they approach school work as if their approaches were on a continuum. It would seem that by following Lilly's suggestion, faculty would be more comfortable and could prepare teachers to differentiate instruction based on differing approaches. Thus, similarities among children's educational needs would be more apparent.

Training the actors to be competent in their new roles is essential as public schools--and in turn colleges of education--receive continuing criticism for poor performance. In addition to sound procedures for differentiated instruction, what are these new roles? Research on teaching as reported by Goodlad (1983, p. 553) and Hersh (1982, p. 4) indicates that a caring role is important. But students in effective schools define caring differently than traditionally considered. Caring --students indicated--is conveyed by high expectations for performance, strict but fair enforcement of rules, warmth, enthusiam and homework assignments. Students believe these are ways teachers pay attention to them and demonstrate concern for their progress.

Implied in teacher behaviors, as identified by students, is the teacher's ability to make decisions. Lanier (1982) makes a sharp distinction between the teacher as a technician who takes orders and carries them out as effectively as possible under the circumstances and the teacher as a professional who uses judgment and decision-making to determine the course of her teaching responsibilities.

Corrigan (1982) calls teaching a life and death matter which goes unnoticed by most people. He states that every moment in the lives of teachers and pupils brings critical decisions of motivation, reinforcement, reward, ego enhancement, and goal direction (p. 37). As one contemplates these concepts and mentally applies them to regular education teachers, principals and counselors prepared at GMU, the question must be asked, "are the youngsters cognitively and emotionally living or dying? And what of the teachers, principals and counselors--are they living or dying with each decision?" Corrigan goes on to say that proper professional decisions enhance learning and life; improper decisions send the learner towards incremental death--death in terms of openness to experience, ability to learn, and desire and/or ability to contribute to society (p. 37). As they work with youngsters experiencing various handicapping conditions enrolled in regular classrooms, will GMU graduates bring life or death to teaching? Corrigan's words are strong but they need to be.

It is obvious that we have just begun to make changes in the GMU teacher preparation programs. Over the next few years there may be too little investment of time and energy expended for further development and implementation of what has begun. Whether or not a balance between stability and change can occur as revised syllabi are implemented and the impact of that change is truly felt remains to be seen. It is clear, however, that the momentum to move forward with change is present. Keeping it nurtured and growing is the current and future task.

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Mainstreaming Before Mainstreaming

by

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Thank you, Dr. Given. I am honored to be here to express some of my thoughts, and to share some of my personal experiences of being mainstreamed. I would like to first share with you a recent episode that I think was beautiful. The President of Gallaudet College, Dr. Edward C. Merrill, is soon resigning from his position, and was honored yesterday at a convocation. It was held at the college's huge gymnasium. One particular speaker made a remark about how the interpreters were placed on the stage of the gymnasium. He said, "What's so significant here is that there are two interpreters on this stage--one on my far left side and one on my far right side. I would not call them interpreters, but would rather call them my stero-preters." It does not look like "stero-preters" would be possible in this room, but I do have a team of interpreters in front of me.

I was asked to talk about "mainstreaming before mainstreaming." It's a topic that gave me alot to think about and to investigate. My first step was the library where I discovered a book titled The Conquest of Deafness: A History of the Long Struggle to Make Possible Normal Living to Those Handicapped by Lack of Normal Hearing. Although the title caught my eye, I was puzzled and not too pleased with the terminology. I wondered how the author defined normal living and how it was perceived. I have difficulties with defining the word "normal." What is an accurate definition of "normal?" Was the author suggesting that because deaf people are not hearing that they are not living in a normal manner? I hope not. The book mentioned many leaders of deaf education and one was Johann Baptist Graser, a native of Bavaria, Germany. He opened an experimental school for the deaf as a separate department in an ordinary school in Bayreuth during the early 1800's. His plan was to give deaf children a year or so of special training and then incorporate them into regular classes where teachers were expected to be trained to teach both deaf and hearing children. This idea was initially accepted with enthusiasm, but after a few years, the idea was gradually abandoned. Of interest to me was how the concept or idea of "mainstreaming" is indeed an old one. The terminology, however, is new.

Mainstreaming or integration as we know it today has been in practice for many years. Although there is a legal interpretation in practice, mainstreaming is defined in different ways at different places. For example, a deaf child who is integrated in all classes with hearing students may attend either an occasional special class, or none at all, or be taught by an itinerant teacher for a few hours a week. In other schools, a deaf child who is enrolled in special classes for the deaf may be integrated with hearing students for physical education, art classes and lunch periods. These situations and various other situations are defined as students who are mainstreamed or integrated---or in the words of Johann Graser, "incorporated."

Unfortunately, I have not seen or read an acceptable definition of "mainstreaming." Although the law does not mention the word "mainstreaming," Public Law 94-142, The Rights of Education for All Handicapped Children, states that a student should be educated in the "least restrictive environment" which does not necessarily imply mainstreaming. Interpretations of the word "restrictive" could vary. What is a restricted environment? Is it due to language, family life, or communication? Young, deaf children are restricted in a home where there is little communication. The residential schools provide an environment where the child is exposed to a visual-oriented environment which closely matches to his needs of acquiring and learning by visual means. Interpretations do vary from state to state, and from school to school, and not all share the same philosophy.

I would like to share with you some of my personal experiences in the educational system before Public Law 94-142. My deafness was discovered around the age of three. The rather late diagnosis was due to several factors. I lived on a farm surrounded by no neighborhood kids of my age. As a first child and a first grandchild, there were no other children for my parents to compare me with and make conclusions. A speech and hearing center, located about 25 miles away, recommended that I enter the public school system in my hometown on a trial basis. It was the only recommendation they had, as the center was strongly against the use of signing and strongly in favor of spoken words. At that time, public attitude and awareness of the American Sign Language was not as progressive as it is today. Today's awareness and attitudes can be attributed to mass media, mainly television.

My memories of kindergarten, which was held in a church building, are limited. I recall doing finger playing games, crafts, coloring, marching with music, cooking, and outdoor games with about twenty other classmates. For obvious reasons, I was totally uninterested in story-telling sessions or listening to music, because we had to listen and sit quietly in our chairs.

My first real school setting was in first grade, since we had a class of about thirty children and it was located in a real school building. Our desks and chairs were lined up in traditional neat rows. You are probably wondering why I am telling you all this. Please remember that as a deaf person, I am visually-oriented and my memories are visual ones. From first grade to twelfth grade, for some crazy reason, we had to sit in alphabetical order. I do not know the reason for this, but for twelve years, it was a continuous practice. I dreaded it more as the years went by. On the first day of school, it would go like this . . . if my last name happened to be assigned to the front seat, I considered myself lucky. If not, I was unlucky; particularly when my last name was assigned to a seat in the back of the room and changes had to be made. I would switch seats with another student, being careful not to disrupt the alphabetical order too much. Because this was all done while everyone was in the room, I felt I was not "normal." My other classmates did not have to change seats. This visual event reinforced the "deafness" in me, and hence, put a label right in front of me--"Deaf" or maybe "not normal."

In all of my school settings, I sat in the front or the second seat from the front. All day long, my eyes were fixed on a two-inch square box on the teacher's mouth. I was surely glad for recess and lunch breaks. My eyes had to rest. It is interesting, now that I look back--as I got older and in high school, I began sitting in the third or fourth seat. I gradually discovered that distance was a factor in being able to lipread. There is a certain distance that greatly influences the improved skills of lip reading. In the front, I was just too close, and my head would tilt constantly. After a few years of experience, I gradually realized that I needed a certain distance between the speaker and me. I was able to relax once the appropriate distance was found. My language growth was continually about two or three years behind most of the other children. Acquiring English and learning each word, one by one, and its meaning was a slow and difficult process. What was expected of me to fully understand the English language was indeed very much like learning a foreign language. English was taught to me like a second language. My first language was visual communication. I could not physically acquire a spoken language, due to the fact that my auditory mechanisms were not functioning. To acquire a spoken language, one relies heavily on the auditory aspects - the ears. My eyes were my only means of communicating. My childhood would have been an excellent time to learn the American Sign Language. Unlike children who are hearing, and who enter first grade with a vocabulary and well developed language skills, deaf children must focus a large amount of their school day on learning skills their peers learned years ago. It results in a double load of work for the deaf child. Many of us who have hearing children know that children have a fairly sophisticated understanding of the English syntax, the use of idioms, and a fullblown vocabulary before they ever set foot inside a school classroom. I often compare my own language growth to that of my three-year-old son who is hearing. He demonstrates how hearing plays such an important role in stimulating and developing a spoken language. My little boy came to me one morning with an oversized belt, and asked me to assist him in putting it on to hold up his pants. I signed, "It is just too big. This belt can't hold up you pants." He responded in signs, "I will have to eat more and more and more, and then when I get fat, I'll be able to wear the belt." He is at an age where he loves to tell us stories and hear stories from us. One of his favorite stories is "The Wizard of Oz." In comparison to my language at age three, I was only saying a few single words, understood by only my parents. I understand how "communication" plays a key role in establishing a language. Communication is a foundation to begin a language. Learning language can and does occur outside, as well as inside the classroom. One aspect in communication concerns language interaction. It must be maintained at levels of high frequency in order for continuous improvement.

Dr. Mervin Garretson (1981) wrote an article titled "The Deaf Child and the Unwritten Curriculum." He pointed out that the crucial significance of learning languages in the life of a deaf child is the nonschooling process--an aspect he feels which is one of the most overlooked in the total education picture. He stated that the residential-school provides the needed totality of language and communication experience. The residential-school serves as the educational community and becomes the social system which is so necessary during the formative years for a child's development of self-concept and human relationships that carry over into adult life. He estimates that children spend only eight percent of their waking and non-waking hours in actual classrooms and 92 percent outside a classroom over a span of one year. He concludes that average hearing children receive the bulk of their educational or learning experience during the time they are not in a regular classroom situation (the unwritten curriculum). This conclusion is not the case for average deaf children.

While learning new words and increasing my vocabulary, I had to learn to lipread each word; I had to discriminate it from the other words and to vocalize and articulate the word correctly. This was very difficult and frustrating. Further, I disliked speech classes where physical contacts were made--the speech therapist would place her hands all over my face, throat, and mouth. We would learn one sound, then after saying it correctly, we would move on to the next sound. We would review and when my vocalization was incorrect we would go back to "zero" again. Because I could not hear the sounds or see the differences, my "correct" speech was a hit and miss situation--never consistent. I never knew if any of those sounds were correctly vocalized. I have no fond memories of speech classes. I felt that everybody wanted me to be able to speak or pronounce words correctly. Speech was the only thing people seemed to be concerned about. I felt they didn't care or attempt to understand what I was saying or expressing; especially my feelings, opinions and information. They were more concerned about how I said things. To avoid corrections on my speech, I would often keep quiet and say nothing at all during my years of growing up. Communicating my opinions and feelings was difficult as it was not easy to grope for English words that expressed or described my thoughts. My mother told me recently that when I came home from school as a very young child, I ran up to her and said "I hate you" with a big smile on my face. Obviously, my choice of words was also a hit and miss situation.

I want to mention that there are two groups of parents: hearing parents of deaf children and deaf parents of deaf children. Some of the difficulties faced by the deaf child born to hearing parents are problems of late diagnosis, extended family grief or guilt, and the necessity of family members to learn a new communication mode for the English language. All of this compounds a deaf child's difficulties with learning to communicate in a manual or oral form. Deaf children born to deaf parents are very much similar to hearing children born to hearing parents. This latter group is surrounded by their parents' well-developed mode of communication from birth. By the time they reach school, they have developed competence in their parents' language - whatever it may be. This is very much unlike the language growth of deaf children born to hearing parents.

Although my social life was not too bad when I was in elementary school, high school was a different situation. It wasn't easy being a teenager, going through those developing years and being concerned and sensitive about oneself. It was terrible. I always had the feeling that I was being labeled "handicapped" and that people were afraid to approach me--they just simply stayed away from me.

I remember one day in an English class we were doing an exercise in grammar correction. Each student would orally read one sentence and correct the grammar. I was getting bored. My eyes were tired, too, from a long day of focusing on mouths, and so I let my eyes rest by observing my classmates and the room. I couldn't hear anything and felt that it was unnecessary to pay attention. I soon heard a sharp scolding verbal attack, "Vicki, will you pay attention? Tell me what Carol said." I was extremely hurt by the teacher's insensitivity, but I controlled my feelings. I took a guess at what my classmate might have said. My guess was wrong, and the teacher proceeded to give me a lecture. I couldn't take it any more and simply walked out of the classroom and went to a comforting friend, the school counselor. From that day on, I never received an apology from the teacher. The teacher, by the way, had a severely retarded son. Perhaps, she was projecting her anger and frustrations to me. I don't know.

I enjoyed high school subjects that were visible and hated the ones which involved discussions, lectures, movies, or readings. Math was a visual subject, and so I enjoyed all the Math classes. I was passing and just good enough to go on to the next grade. I made it through high school by lipreading. It was all guess work. I would lipread maybe every third word, and then guess what the missing words might have been. It was very tiresome. Many times I felt I wasn't learning, but just warming a seat for the next student in the next class.

I would like to mention a study conducted by Stinson, Meath-Lang, and Macleod (1981) at the Rochester Institute of Technology in Rochester, New York. They designed research whereby deaf college students watched videotaped lectures on the television monitor. The students watched two different kinds of lecture presentations; one was an interpreter presented along with the lecturer and the other used captions (a printed form on the screen) of the lecture.

Several principle findings were recorded. The researchers found that the students recalled more information from the first half of a lecture presentation than from the last half. This points to the need, particularly in mainstreaming programs, to re-examine the lecture approach in the presence of deaf students. It is suggested that after four or five minutes, the use of breaks (to write on the board, or pause, use of some form of media, ask a question, or generate a discussion) is a desirable teaching strategy. Educational specialists working with deaf children in mainstream situations can assist instructors in restructuring lecture material around such visual breaks. Such restructuring may also be appreciated by hearing students who are trying to process a large amount of new information auditorily.

One interpretation of decreased recall of the last half of lecture presentations is that accumulation of visual fatique interfers with processing of information. Further, comprehension and recall of interpreted information may depend heavily on the efficiency of the viewer's visual system. It is important for teachers and interpreters to understand the educational implications of visual acuity and visual fatique in deaf students. It is a different pattern from that among hearing students. Normally hearing students tend to remember more information from the first and last quarters than from the middle two as mentioned in numerous studies (Kintsch and Kozminsky, 1977; Meyer and McConkie, 1973).

Also, Stinson, et. al. found that more information was recalled from the printed form (captions) than from the interpreted presentation (sign language). One critical factor in an educational setting is the recalling of lecture material. In mainstream settings interpreters are used extensively to help deaf students follow classroom lectures. While an interpreter is helpful, there is evidence that even with an interpreter, the deaf student does not comprehend and remember as much information as his normally hearing peers (Jacobs, 1977). It is important to find ways of insuring that students process information from interpreted lectures as efficiently as possible.

A third conclusion from the Stinson, et. al. was that deaf students recalled more information from a second interpreted presentation than from the first interpreted presentation. Findings indicated that the second presentation was easier to follow and comprehend because the viewer adjusted to the interpreter. This is true for me. It takes time to get used to an interpreter.

It is not known or clear whether comprehension of a videotaped presentation is similar to comprehension of a live presentation. The Stinson study was an initial effort to identify processes involving comprehension and retention.

Back to my experiences, my senior year at high school was the best school year. I even made a few friends and enjoyed being a part of the class. I helped with props at the senior class play. Students gradually accepted me as an equal peer. It's funny how nice things happened during my last year. I was also looking forward to attending Gallaudet College.

My experience at Gallaudet College was a whole new world for me. My classmates were like me - deaf. Students communicated fluently and naturally, and I enjoyed all four years there. It was at Western Maryland College where I encountered, for the first time, the provision of an interpreter fo me. All my graduate classes were interpreted. I was able to follow and to be equally involved in the process of learning.

I would like to make a few comments about Amy Rowley, a deaf student whose parents filed a complaint of discrimination on the basis of her handicap. The Supreme Court upheld the decision that an interpreter in her classroom was not necessary for an equal education. Amy was comprehending sixty percent of what was said by her teachers and classmates. Her parents claimed that when Amy was provided an interpreter, her comprehension soared. Her parents wanted an equal educational opportunity for Amy, thus, they requested an interpreter. The Supreme Court said that since Amy was a good student, receiving A's and B's, she didn't need an interpreter. She was receiving sufficient information and education. But, the question is: "What really is sufficient support service for a handicapped student, and which services are schools responsible for providing?" The court didn't deal with this issue. I have a lot of sympathy for Amy. I can understand her desire to want to receive all the opportunities and benefits of an education.

To conclude, I would like to comment on "mainstreaming." I personally feel there should be choices or options for each individual. It would be nice to have many options available rather than a few, but sometimes, it's not possible. Each deaf child has an equal right to benefit from the opportunities available in a variety of school settings. Each child needs to set up his or her own individual educational program which is "appropriate" for him or her in order to reach the fullest potential. Support services need to be available and provided by professionals who are knowledgeable about deafness - by professionals who know that each deaf child has unique needs. I stress on doing the very best possible with what is available. Mainstreaming should not be a goal in itself, but rather an available choice.

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Cooperative Behavior

by

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I am pleased to be here tonight, but I'm here by virtue of being related to my brothers, David and Roger, who are doing so much in this field. Also, I want to point out that although Edythe, Roger, David and I have ended up working in the field of education and in cooperative goal structuring, Helen, my other sister, works for the Detroit Lions. The rest of us, because of Helen's competitiveness, are more interested in cooperation than in competition. I think we all know how that happens. Those of you who are in any sort of family system know that learning in a family, especially about competition, is war. I still have scars on my body which prove how much we were at war from suppertime until mother told us to go to bed everyday. I have to take off my hat, as a parent now, to my mother for all that noise level she could stand and didn't have to interrupt. In fact, in later years when I quizzed her about it, she said the only time she came running was when sudden quiet occurred.

We all begin to learn to share as children in our families. How important it might be if starting in pre-kindergarten classes we built skills of cooperation, working with one another, team-work and developing "peace among nations." At dinner we were talking about the Peace Academy, and childhood conflict mediators. A lot of the mediation process has developed because we don't know how to cooperate. A lot of my work as trainer and consultant from the University of Maryland has been with executives who are scared about the art of Japanese management. These executives feel the need to learn how to develop teamwork in their organizations; skills which we could have been developing all along. In my day in education, what we are doing now, we would have called "remedial learning."

Let me briefly explain what Roger and David discovered and then a little bit about what they've been doing, and then a few thoughts of my own. The thing that Roger and David came up with, and it's printed in Learning Together and Alone,[1] is that there are three conditions that can take place in a classroom setting. One condition is competition, and we all know and love that system of pitting each person against one another. I have worked with the medical school in Baltimore some and it is amazing to me, and a little frightening, that medical school students get there because of their high competitive drives. Then, having passed the entrance exams and all the interviews, and having been selected as better than all their peers in their biochemistry classes, they can't drop it. They can't relax and say, "Here we can be cooperative in this environment." Even when we had the pass-fail system, there were some students who were certain the faculty was sitting in the basement clandestinely grading on Tuesday nights at 10:00. They thought if they could only find our secret list, they would know if they were better than the person sitting next to them. That's tragic. A lot of work in the medical school is being done to set up the interprofessional health team which can work together without all those sharp demarcations and power lines of status, importance, and salary differentials.

Competition can be fun, of course, and what I'm saying tonight doesn't rule out the fun part. If the competition is fun and based on a certain set of guidelines, the whole field in which competition takes place is cooperation. If any guideline is broken, we must stop. That's why we have referees in sports, so that when rules are broken someone says, "stop," and we go back to the rules. It's all based on cooperation. If cooperation weren't there we couldn't have competition that is fun. It's the other side of competition that's dangerous, as per my medical students.

Many teachers have recognized the dangers, and they say, "Well, the dangers of competition outweigh the advantages; I'd like to come up with a new system. Let's put everybody in individual cubicles in front of a computer console; they can learn at their own pace and I'll go by and help them learn how to run the computer." By reacting to competition some other dangers arise. Putting people into the individual learning mode is great for some people, the introverted, sensing, thinking types. That's wonderful, except we aren't all like that. Most of us have to have some type of interaction with one another in order to keep our enthusiasm going, and interacting with a machine sometimes isn't enough. All the research that David and Roger have done shows that the individual learning mode is the worst of the three and it often heightens an individual's feelings of being different, alone, distant and like the film, "Cipher In The Snow." When you put youngsters in individual cubicles all across the room, feeling like a "zero" can happen and the teacher never notices.

The best way to set up a classroom is in a cooperative mode. We don't know much about how to do that, mainly because we were trained 20 to 25 years ago and the cooperative goal structure was not usual. In a cooperative goal structure, the group has to gain all the competencies; each person in that group must have all the content and all the skills that go along with a lesson plan. The group gets a grade, the individual does not. So there are no merit pay increases, it's like your department has done such an outstanding job this year that your department gets the merit pay increase and you can pass it out to one another according to how each of you contributed. Often what sabotages cooperation in the classroom is an individual performance appraisal, to use business language, at the end of the year. Then once again, you have been judged against one another. As long as the administration of a school can keep that up, they'll probably never have enough contact and enough trust and enough boundaries broken down to be able to organize to do things differently. Should we find out that we don't have to play by those rules, all sorts of creative things could happen.

Simply, that's it. David and Roger in the past three years, thanks to the help of the Dean's Grant program, have trained over 12,000 teachers in the U.S., Canada and Scandinavia. In addition they have done over 25 studies about "mainstreaming" conditions. In the condition of cooperation, mainstreaming works not only for the youngsters who are "dumped" into the classroom, but also for everybody in the classroom. Two things then become obvious; one is normalization of social behavior on the part of some persons who need to learn that and can benefit from it, and the other is the acceptance, not only acceptance but the affirmation of the differences. Those two things come out over and over again, overwhelmingly, in the cooperative condition. Further, in all the pilot studies the content is achieved better than in the other two conditions. Also, David and Roger have analyzed over 800 studies done by all sorts of people. In summary, the studies clearly show that the cooperative learning condition makes for better learning; it's actually more fun, it's a lot easier, and there are no penalties involved for the bright students.

Again the studies show, as you have talked about today, that the "zoo effect" often takes place; that we look across the room at that person we don't know and we notice a definite difference, and a little uneasiness starts building in us about approaching that individual. A lot of us don't like initiating the breaking down of differences, so we stay apart and just watch. Studies show, as mentioned in psychology books (and this makes me furious because it's such a partial untruth), that to mainstream intensifies the stereotype, the name-calling, the labeling, etc.

I've a profound feeling for this stereotyping and name-calling because I'm connected with this field by another blood relationship through my two sons; one is learning disabled, and is graduating from high school this year after many, many years of hard work. The other is thirteen and barely educable. I have no idea how he will turn out or what we will do with him to help him through his lifetime - yet. Maybe we'll know more later. But, I was born at a lucky time, or they were born at a lucky time, because Clayton, the oldest, went into kindergarten at the University of Iowa State Child Development Department where they diagnosed his learning problem. For most of my generation, as for yours, individuals were in classes for years and years just being stupid, and being a failure, and being treated by teachers in a very unhappy and cruel way. Like, "Look at Frank there. He hasn't even finished his work yet. He hasn't gotten up to the board this whole hour." People become glumer, and glumer and glumer, and become behavior problems, and so forth. You know the results because you see them more than I. So I feel happy that we were given good tutoring and good counseling about how to work with our kids, and happily they don't have emotional problems to go along with their disabilities. But, it has made both my wife, Jane, and me study very hard to learn how to educate our own children. It has also made us aware that nobody in Montgomery County is really doing mainstreaming, yet. Clay, by the way, has a letter in cross country and will get one in track this spring. He's the oldest child, you know they're very good achievers. I'm the oldest, I know. Because of that, I have tried, especially in terms of normalization of social behavior, to keep the kids in the mainstream tracks. Both of them have been so far, and they learn to live with and accept differences. Clayton started out here when we moved to the University of Maryland, as a participant in the Christ Church Child Center, which some of you may know. A very wonderful group of people over there, I have the highest praise for them. Soon after he began in that class, we were picking him up from school and another little chap walked by who had huge earphones on. Clayton said something like, "To Arthur things sound soft." He was just stating another part of human existence about which he had curiosity and interest and the open mind of a child, but no stereotypes, no preconceived notions of what he or the other chap could do. It's only education that labels people. After they graduate from all that, then they can forget labels.

You know, as well as I, the Dean has mentioned it today, that we've just finished the impetus for "mainstreaming." There is no federal money, no federal mandate. One scenario is that all the kids that can afford it will end up in private schools, supported by government vouchers, and the people that we're preparing to teach may be in public schools, if they're not lucky enough to get into private ones. They will face a kind of population, speaking of tracking, that Barbara was talking about when you go into a class and say, "Oh, God, do I have to teach this group this semester?" That will be what's left in public schools, the disadvantaged and the people who can't afford private schools and the special populations. Unless all of our folks starting out now are trained in how to work with a student, focusing on the student's needs, I'm afraid in that scenario they won't last very long in the teaching field. My wife tried to teach Jr. High English two years ago. She had to quit at the end of November because she couldn't handle the classroom of 40 youngsters. There were not even enough chairs for all 40 children. That was in Prince George's County where new teachers are assigned. We can kill off teachers quickly that way.

Another thought about the money drying up: it is rumored in our College of Education that the Special Education teachers are the most vocal now against mainstreaming, and I can imagine three or four good reasons for that. I think mainstreaming has often been interpreted dumping persons in classrooms and lowering the budget for special education. In my work with organizations, I think people inside the system know how they're going to get punished by any change. So I'm not blaming anyone who says, "It's not working and it might be affecting my job." Job considerations do go along with this, but they are political considerations; they aren't philosophical, value or conceptual considerations. I hope at this point you do keep the momemtum going. It's very important to me to include some cooperative learning as part of the competency base in all our methods classes. I think out of that ought to come more cooperative learning applied to every class in our universities and on our campuses. Who knows, maybe the ultimate goal would be some interdepartmental collaboration. My dean at the College of Education says if mainstreaming is going to continue we will have to dig in our heels, we will have to become advocates because nobody is going to be forcing school systems to do that anymore. The next few years may be dry years, and if the whole movement is going to be kept alive, it's going to be by a few people like us who believe in it. It does work; it is worth it.

One project that David and Roger did involved putting a number of persons who were very disabled into seventh grade science classes. They set up each condition; competitive, individual and cooperative. The four students included in the cooperative condition consisted of two who were retarded with behavioral problems, one who was Downs Syndrome, and one who was autistic. They didn't know it at the time, but the very moment they were setting up the classroom for this, in another part of the building, in the principal's office, there was a group of faculty meeting with the principal discussing whether the autistic child could stay in the school; he was just too much of a distraction for the rest of the environment, and he might have to be removed. But having started the pilot project, they left him in for the four weeks it was taking place. At the end of the four weeks all the achievement measures in that particular classroom were higher than the other measures for all students, not only for those four, but for all students. Measures of achievement were higher than measures in the other two conditions. What doesn't get written about in the research reports is that at the end of the four weeks the four handicapped students who had been placed in the science class requested that they be allowed to stay in that classroom. Further, all the other children in that classroom requested that they be allowed to stay. The teacher, who had been reluctant to get into the experiment in the first place, decided that the mainstreamed children should remain now that they had such a good thing going. "Why stop it now, let's see how it works 'til the end of the year?" The teacher had built up enthusiasm for the whole project. A few days later the principal, who was worried about the autistic child's impact on the environment, happened to be standing in the hall when the autistic boy came walking along in his usual daze, with his usual gait. Nothing much had changed about him. His own communicative language was far inside himself. The change was that as the principal was watching, three times, three different students came up, stood in front of the chap, shook him by the shoulders a little bit, and said, "Hi, Frankie," and went off. All the incidents of learning from each other like that are what we have to keep going. Who knows, some day the world may change, when we learn how to cooperate.

One impact of differences is not quite understanding in the first place what the differences mean. If you look at this writing on the blackboard: MR DUCKS MR NOT OSAR LIB MR DUCKS, at first glance it doesn't mean much. At second glance it looks like gibberish. At third glance one still can't make heads or tails of it. If you take another perspective, it would go like this:

> THEM ARE DUCKS, THEM ARE NOT. OH, YES THEY ARE. WELL, I'LL BE, THEM ARE DUCKS.

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Mainstreaming Looks Like Effective Teaching

by

Lloyd Duck, Associate Professor of Education-Secondary
Social Studies and Social Foundations

When Barb first asked me to share my "mainstreaming" efforts with the faculty, I thought to myself, "Sure, I'll be glad to share mainstreaming things I've worked with because I haven't had a chance to do so with anybody at this point except students." The two things I had in mind were what Barb and Teresa Benn helped me pull together about a year ago for the methods class, and the other thing is a film which we have all seen, "A Different Approach." It is one of my favorite films. Before I used it, I searched for a way to illustrate the human relations difficulty encountered when talking about mainstreaming. The human relations difficulty is usually expressed this way: how can I be just as open with this person who has an obvious physical handicap as I am with every other person in my class? Sometimes there is a feeling of discomfort that creeps in. It may be that non-handicapped persons try too hard to feel comfortable and to make the handicapped person feel comfortable. That's one of the things that I was trying to get at. Before Barb steered me in the right direction, I used to give an example from the old television show, "Phyllis." Cloris Leachman was on the show. She had decided that since her daughter was dating a young man whose parents were little people, she was really going to be intellectually open about this. She decided to invite them over for dinner, and she determined to be sure that when she conversed with them, she was not going to say anything that referred to height. She was going to purge her vocabulary and be careful about her phrases. Of course when the boy's parents came in, Cloris was trying so hard that everything which came out of her mouth had to do with height; she couldn't stop it; she was absolutely going "bananas." She excused herself to go into the kitchen and tried to give herself a pep talk. When she went out she apologized to them and they said, "That's okay, we know we're short." So they sat and talked about Cloris' intentions to avoid words pertaining to height, and communication about the handicapping condition became a human relations issue they were able to resolve. What I like to do to introduce mainstreaming to my EDUC 301 class is to use the film, "A Different Approach," because it breaks through so many stereotypes. If you remember the film, it starts with a choir in wheelchairs and it portrays all types of attitudes, particularly in the job market. So I use the film to introduce the human relations dilemma and to work through some issues of attitude and non-verbal communication. Finally we look at the legislation by using selected articles on mainstreaming. We also consider mainstreaming as a civil rights issue in general. That's basically the approach I use in the 301 course which is an introductory experience - a foundations course in which we investigate a lot of different issues.

Now, let me tell you about EDCI 567, the social studies methods course for secondary school teachers. In that course we engage in a number of activities which help students realize they have to individualize. When students think of mainstreaming, they're thinking of individualizing within a classroom setting - which is individualization along a slightly different continuum than individualization in a special education setting, but the ideas are really very similar. I used to use a book by Herlihy, entitled Mainstreaming In the Social Studies, an NCSS bulletin. Barbara introduced me to more specific material such as video-tape productions; one of them is called "Promises to Keep," which Barbara helped to produce. I like it because it shows what happens when secondary students are mainstreamed. After an overview of specific learning disabilities is presented, there is a segment in which two teenaged boys revealed some of their feelings about mainstreaming. These two young fellows talked about the fact that they were diagnosed as having specific learning disabilities late in their school careers. Then they began to discuss how they felt about the diagnosis, as well as the coping mechanisms they adopted in order to survive. This first person account is really a very meaningful and articulate way to view mainstreaming. The video-tape is supplemented by a packet of materials so students may consider possible approaches for screening kids for learning disabilities. Further, the materials assist students in the development of teaching and learning strategies. One such strategy is the use of one-word notes. That may really sound rather strange to you; however, if you get youngsters in the habit of writing down major concepts from a small group presentation or a lecture, then it is easy to help them go back and interpret a textbook or a group of source materials to fill in other concepts later. It's a tremendous help. Also, there are techniques for using a buddy-system for taking notes; there are techniques for helping students develop long term memory, and there are some SQ3R activities that help students cope with a textbook.

In addition to the "Promises to Keep" materials, one of the things that I've tried to do is help students develop writing workshops wherein kids edit each other's writing. Peer assistance can be really useful when you have kids who exhibit specific learning disabilities. Techniques of editing, skipping lines, and having youngsters help each other find grammatical or spelling errors are very beneficial.

Because of funds provided via the Dean's Grant, I was able to attend a conference last fall in which Robert Stahl from Arizona State shared research findings about short-term memory and how to strengthen it. He discussed the concept of teaching youngsters how to "chunk" information. I like the way he uses down-to-earth terms, such as "chunking" information into "bits." According to Stahl, individuals can deal with seven (plus or minus two) bits of information at a time in short-term memory. In addition to the chunking concept, Stahl talked about techniques of giving pupils time to paraphrase information they have just learned in a small group situation. Such a practice brings short-term memory into operation. There were also suggestions for using diagrams to improve short-term and long-term memory, and I try to incorporate them.

One thing I have students do in the methods class is work on individualization of instruction. A lot of you are familiar with Dale's Cone; I don't think I'm old enough to remember the first time it came out; I have to remind myself of that. (Dale, 1969). Dale's Cone is an activity that has been adopted or adapted for many different subject matters and class settings. In the secondary social studies methods class I have students use concepts from Dale's "Cone of Experience" to individualize instruction. In the last mini-lesson series they do, students are required to teach one concept without using verbal symbols. Instead, they must teach with an emphasis on visual symbols, or simulation, or on direct experience (usually an activity done outside the classroom and involving community resources), as described in Dale's "Cone of Experience." Then, the final examination is based on a film problem. Students conduct an extended planning activity and an activity pertaining to its philosophical rationale. The guidelines for the film problem demand that students demonstrate how to adapt their lesson for someone with at least one specific learning disability. One of the films I've used for the film problem is "Geronimo Jones;" it's a fantastic experience in itself. Another is called "Pompei, Once There Was a City." Both films were produced by Learning Corporation of America.

The last thing I want to share with you is consideration being given to computer software. Professors of the secondary methods courses are trying to analyze software involving the use of computers as tools for helping youngsters make decisions. One of the things we're trying to do is build on the interest kids have in computers. Through the Dean's Grant we obtained some needed software.

One of the things I found out when I started preparing this little talk is that I do more about mainstreaming than I had originally thought. I know I'm not an expert on learning disabilities but I am learning. I feel more comfortable now than I used to in terms of introducing mainstreaming concepts and techniques for addressing mainstreaming issues. I would like to be more of an expert and have more of an overview of some specific learning disabilities. One of these days maybe I'll take the opportunity to sit in on one of the survey classes and benefit from that. Also, I would like to do a little more research with the Rita and Kenneth Dunn materials on learning styles and see how applicable they are to what we are doing with regard to mainstreaming. I assume that much of it is applicable. In the secondary program we discuss choices of alternative teaching styles and how those choices relate to continua of certain choice groups. Consideration of learning styles and meeting the learning needs of kids is the other half of what we're playing with in the secondary methods courses. The Dean's Grant has really been a big help in furthering our efforts.

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Involving the Students in Mainstreaming

by

Charlene Agne, Assistant Professor of Health Education

My involvement with the Dean's Project has been in a number of different ways. I teach two methods classes, one is "Health Education in the Elementary School" and the other is "Health Education Methods for Secondary School." I do more in those classes with regard to handicapping conditions than I do in my other classes. Like Lloyd, not until I started making a list did I realize that I give so much attention to education of persons with disabilities.

When I first approached the whole area of mainstreaming the greatest emphasis was placed on the mental health aspect of the classroom. I tried to stress the fact that mental health is not really just a topic that should be taught in the curriculum called health, but that mental health is an atmosphere that should exist in the classroom. The most important thing is how the teacher interacts with his or her students and the nature of the learning environment that is provided for all students, whether they have labeled handicaps or nonlabeled handicaps. I introduce them to a number of valuing and mental self-concept activities, such as, "I'm Thumbody." Thumb prints and fingerprints are unique, and some times we actually use ink to make our own fingerprints or handprints which we wear as name tags. I try to identify student uniqueness in an experiential way in the university classroom just as I hope students will do in their elementary and secondary classrooms.

At the mainstreaming conference last spring we saw the "I Am Lovable and Capable" filmstrip. I use that and/or the poem to stress the idea that children, of whatever age group, need to take time to identify their assets. I have students write a little book called "Things I Like About Me." If the teacher Vicki Kemp (deaf, math instructor from Gallaudet College) had felt better about herself and her parenting of her mentally retarded child, her reaction to Vicki would have been more positive. The teacher was probably afraid and hadn't dealt with her own feelings. It is unfortunate she never apologized to Vicki.

The classroom learning experiences should be those which benefit handicapped children, as well as the "everyday" students. I conduct problem-solving situations where I ask the class, "What would you do if you were the teacher, or what would you do if you were this parent?" Then we discuss situations with postural defects, hyperactivity, and dyslexia. Unfortunately, the hardest thing about this approach is that there is never enough time to do all that one would like to do. I also give the students a problem to "solve" physically regarding a handicapped child; in Texas there was a young boy who had an immuniological handicap as a result of an automobile accident. His spinal damage was such that he had to be in an environment of a constant temperature between 68 and 72 degrees. Air-conditioning was provided in his home and in the car, but there was a problem about the school environment. The entire school district had no air-conditioning and the administration didn't want to separate one school and air-condition it. Air-conditioning one classroom seemed inappropriate, as well. Finally, they decided to build the boy a large plexiglass box in which he could stay while at school. The plexiglass allowed him to have eye contact with the other students and the student could include him in their discussions. There was a speaker and microphone in the box so he could communicate with his teacher and classmates. Occasionally children could go in the box to visit in closer proximity with the boy. The boy's condition posed many administrative and teaching problems. It's an interesting situation for the students to talk about and to offer alternatives to the box decision. This case prompts serious thinking and results in a fascinating discussion time.

Throughout the courses, not just during the mainstreaming parts, I introduce activities utilizing non-verbal forms of communication. For example, we'll play charades which reflect a person's ability to use non-verbal cues to convey specific words and/or concepts. Charades can be used for reviewing material at the end of a unit of study or prior to a quiz. For example, I give terms common to nutrition or substance abuse to my students. They take turns acting out their terms while classmates try to identify them. Another variation is to have the class give verbal synonyms for the term being conveyed.

I use my background with the American Cancer Society to raise issues surrounding the inclusion of children with health impairments in the classroom. We talk about having a student with cancer, diabetes, arthritis or cerebral palsy in the classroom. I familiarize my students with community health agencies that deal with special problems of the chronically ill.

In the community health classes ("Introduction to Community Health" and "Community Health Programming"), there's usually a field experience. Many of the students are placed in agencies such as Annandale Day Care Center, the Easter Seal Society, health departments that work with all population groups, area agency on aging, the March of Dimes, etc. There are a variety of settings for field experiences for the majors who are not placed in a classroom, but where they will be involved with people on a daily basis.

I have learned a lot about mainstreaming from my involvement with the Easter Seal Society; especially about speech and hearing disabilities. I was unhappy to hear that speech therapy was not as positive an experience for Vicki as I had been led to believe it can be. Also, 1981 was International Year of the Disabled and a lot of materials were published. I used that as best I could and I integrate materials from a program I observed at a national convention a couple of years ago in Washington, D.C. At the convention there was a program out of Baltimore in which Basic Aid Training (BAT) materials from the American Red Cross were utilized. The materials were originally designed for elementary school, but they were adapted for educable and trainable mentally retarded youngsters at the junior and senior high levels. Such topics as bleeding, breathing, poison, shock, falls, local emergency numbers, wounds, first and second degree burns and dog bites are covered. The children came tn this presentation and demonstrated what they had learned. They were so proud to show the audience what they had learned. They gave us a special type of learning environment that morning.

One year I taught a substance abuse class in Alexandria. A number of the teachers in the class were special education teachers and I had the unique opportunity of visiting their classes. I observed children in self-contained classes as well as children who would be in a regular classroom except for special math or science. I observed at both the elementary and secondary levels as my students incorporated a substance abuse lesson in their curricula. It was a challenge for them but they demonstrated much creativity and all did an excellent job. I was really pleased with that two semester involvement.

Last, but not least, I had the honor to direct a Bachelor of Individualized Studies project for a young man who was an emergency medical technician. He had become handicapped through an automobile accident while driving an ambulance which was hit. He was on crutches for over a year and a half. He was left with a permanent limp but was lucky to be alive. Nevertheless, with his involvement in the emergency medical arena, he became interested in the practical needs of dealing with the deaf and hearing-impaired in trauma situations. He set up a workshop for emergency medical personnel in Loudoun County for which he designed a videotape with the help of individuals from Gallaudet College. The workshop dealt with the communications problems in emergencies; communications that we often take for granted. For example, emergency medical employees may mistakenly think that a deaf person was drunk because he or she didn't respond to questions. Emergency medical personnel may ask questions while their faces are turned away from the accident victims. They may talk while looking for IV's, bandages, etc., in their boxes; their heads may be down, so the injured individual does not see them and then the medic may wonder why the individual doesn't respond. False assumptions may be made and a lot of precious seconds or minutes may be lost. My student learned that approximately twelve million Americans have hearing loss and two million are deaf. An accident scene is a situation which we could encounter.

Before my involvement with the BIS student, my only familiarity with problems encountered in crisis situations beyond those created by the incident was my awareness of Willie. Willie was a laryngectomy patient who was stopped on the highway, allegedly for speeding. Willy used an electronic larynx and wore it on his belt. He was quite upset when he reached for this device and the policeman drew a gun. Willy was in his early sixties; he dropped his electronic larynx and held up his hands. Then the policeman noticed the device and pushed the button which made a buzzing sound. He started to ask questions and Willy used his poor esophageal speech, but at least the policeman understood there was some physical problem. As a result of that experience, Willy did a lot in public relations work in Indiana. He made people aware that an individual who had lost his vocal cords as result of cancer was in a vulnerable position even when trying to appropriately respond after being stopped by the police. I learned a lot from Willie and am now able to share my heightened awareness with students.

The goal of my involvement with the mainstreaming project is to use materials and experiences to make students more aware that a wholistic emphasis is needed with all individuals with whom we come in contact. We are all special in our unique ways, and we all have certain handicaps.

My parting comment is this little cartoon. If you think of my head without my body, it would say, "This is my head. It thinks, it talks, it charms, it worries, it laughs, it hurts. It has a hundred wonderful tricks. I am proud of my head." Then take the head off, just look at my body. "This is my body. It is funny looking. It malfunctions. It looks best in winter clothes. I have as little to do with it as is humanly possible. Lucky for my body that I need it to chauffeur my head around, otherwise, out it would go."

Fortunately we can't separate out those parts of ourselves which are displeasing to us in some ways. It is the teacher's role to help students feel positive about all parts, even those parts which need extra care and attention.

Conveying an Attitude of Acceptance

by

John Bennett, Assistant Professor of Physical Education

I'm the new boy on the block, and it is nice to be the new boy on the block at GMU. I want to congratulate everyone at GMU on the Mainstreaming Project. I have been here for the last two years of the three year project, and I, like Lloyd Duck, am a very affective-oriented person. I teach, except for the one section that Julian Stein teaches, all the elementary education majors who take the elementary physical education course and have taught it many years prior to coming here. I guess I also am the original slow learner, taking fourteen years to get my doctorate and eleven years to have my first child in our marriage. I was taught in physical education to practice and eventually you will learn the skill, and I'm very proud of our products today; we have two children, three and one, but there's a point to this. The point to this is just like Charlene said, all of us have our own handicaps. Every child with whom you come in contact has his/her own specific handicaps and we have to learn how to best deal with them. It might have been the fertilization clinic in Chicago where my wife went and where they wanted me to go, too; or it might have been the mainstreamed kid who had Down's Syndrome who was dumped in my physical education class after Public Law 94-142 came through; regardless, my whole focus in the physical education course for the elementary education majors (PHED 301) is on attitude regarding one's lifestyle. We're going to all be living in a world in which there are all kinds of people, green, purple, orange, two arms and no legs, or whatever. What are these people going to do; how are we going to meet their needs?

This mainstreaming grant to me was similar to receiving my doctorate. I'm a newly hooded person with a doctorate for just a couple of years. Sometimes a student will come up to me and say, "Gee whiz, Dr. Bennett, you're really smart now, aren't you?" The only thing I know is, how much I don't know. In a way that's how this grant has been for me. What a thrill to have Vicki here today to speak. This is the way we learn with hands-on experiences; and oh, how much I don't know about dealing with the deaf student. For myself, I have tried to make every effort to learn; Barbara keeps shoving stuff at me and I read some and throw some in the wastepaper basket. Then one begins to pick up a little bit at a time by osmosis, if nothing else.

I'm with Lloyd, I definitely would like to take more courses in special education. I have tried to take courses along the way, but a person can't do everything. I'm a specialist in elementary education, then all of a sudden I'm asked, "What do you know about special education; what do you know about tests and measurements?" I would just like to compliment GMU on this project and I hope that it doesn't die. I don't know what the future of it is, but I know it has been very beneficial to me and to my students, and I think that's one of the most important facts to keep in mind.

One thing I know we do, is take too much for granted, and I was thinking of that when Vicki was speaking. I get started into teaching my college classes and then I leave out a lot of things on mainstreaming that I should include. I'm too busy teaching elementary physical education content, that's what's important in this class. Yet, I forget about that Down's Syndrome youngster I had when I was teaching in the public school. I should tell my students about that kid, but I don't have time. What about the girl who lives in the home who has a single-parent family? She's handicapped, because her father lives with another man. She has a handicap that is not visible at all that I never understood; I never knew why she clung to me all the time, trying to get a good adult male relationship as a little girl going into puberty. How do I deal with that? The handicap she had was definitely a hidden handicap. Many times handicaps are visible, and we don't want to deal with them so we're very stand-offish. I've had CP kids in the swimming pool and they defecate and urinate in my pool, and I have to deal with that. What am I going to do? And a lot of times I didn't know what to do with that self-contained, mentally-retarded class they gave me in the elementary school. "John, here they are, go get 'em." I had no special ed preparation yet they were mine. I don't know how far we've come. I don't know if we've come a long way at all or not. That's why I need to get out and see more and do more and have more handicapped students in my classes. Many times I've brought in groups of handicapped kids into my classes. For instance in the 301 class, I brought in about fifteen kids who were all deaf, and we went out and played field hockey with the 301 students. I mixed them up for teams, integrated, mainstreamed and everything. One of the deaf kids scored a goal, so I said, "Yeah, that's great! Good! Fantastic!" His back was to me; he turned around and walked back up the field with no response. I learned right then, on the spot, about deaf students. Then I jumped up and down, waving my arms like this, he got the message, just like that. I tell my students you have to be the best actors possible; there's more to teaching than just disseminating information.

Another thing I've gotten from the grant is getting to know some of the faculty at George Mason; I'd like to say that as a new person, I am glad we have name tags. I have name tags in 301; it's the only class I can get away with name tags, because my phys ed majors think that it's mundane to wear them but I'm handicapped as a teacher if I don't know your names, so I want to know them and I like wearing name tags here. A by-product of a university like this is we don't get to know each other. We don't get to know our students. We struggle with our student majors' club over in our department because the students all go home or to their jobs. They don't want to stay and work on any special projects; it's very difficult. That's a handicap for our university; we need to work on it. It's a handicap for me not to know my colleagues.

I enjoyed the meeting yesterday; I know some of you may have despised it, but the problems you have in Education were coming up there. I never know about any of those problems because I never get to talk to any of you. That's a handicap for me; that's a handicap for our university. I need to work with the Field Experiences Coordinator more; we need to work on our communications for field placements. I need to know what's going on with your Education students in field experiences.

Dean Bowen gave us two questions to answer. One of them was, "What has my program accomplished with regard to mainstreaming issues?" As I mentioned earlier, my students and I are becoming more knowledgeable. I have to not take things for granted. I keep doing that and I have to keep reminding myself, "Don't forget to mention this; don't forget to mention that." I feel like Charlene, it's difficult to have one class on mainstreaming because then it's isolated. Now I believe that theorctical facts are important, but I'm very much an interdisciplinary person and I think that we have to integrate these concepts just like we have to integrate the students. Maybe I need to come over and teach some courses in the education department. Jeremy and I have talked about working together on interdisciplinary education course efforts and field experiences.

There are all kinds of handicaps. There are definite family handicaps, not outwardly visible although sometimes you can read them on faces. I think there are many ways besides just the classroom in which we can work with students who have problems of various kinds. That's one of the things that we're trying to do through our majors' club, if we can get the club to function regularly.

I now cover more information about special students, and I try to make my students more aware of special students' needs. How do I do this? By bringing in special students and using films. There are some films I want to share with you. One is "John Baker's Last Race." It's about a fellow who was a track runner and he had a malignant cancer. The young man endured quite a lot finishing out his days in teaching, which were quite exciting. He was a teacher who wanted to give all he could to his students and he worked right up until the time he died. His students went on to win an award for John Baker. Talk about sensitivity! If you are not sensitive, you didn't watch the film or you didn't feel the film, because it will make your hair curl. The film opens up students to feelings about dealing with handicapped persons. I use "Cipher In The Snow." It's old but it is an excellent film in every respect. The grant now owns the film. That's great! If you're not familiar with it, get it and take a look at it. It's about a boy in intermediate school, who all of a sudden dies on the way to school one morning. One faculty member is assigned to take care of working with the family and closing the boy's records at school. The message that comes out at the end is awesome. First of all, the teacher who was supposed to know the boy best, didn't know him at all. The teacher then began to look into things and he found that nobody knew the student. The student had gone through several grades as a nobody. The final impact on the teacher who was dealing with the death sends a message to the viewers. The teacher remarks, "No one will ever go through one of my classes coming out a nobody." Then at the end of the film a student at the gravesite comes upto the teacher and says, "Sir, I'd like to ask you about something," and at first the teacher says, "No, I don't have time." Then he looks at the grave and says,"Oh, yes, I do have time." The teacher immediately exhibited a great attitudinal change because of a hidden handicap others may never see.

A final film is one called, "A Very Special Dance," which we have in the Physical Education Department. This one is about mentally retarded adults and about a young lady who has a physical handicap, rheumatoid arthritis which she contracted when she was very young. She is one of the most beautiful individuals I've ever met, physically and spiritually. She is a dancer (one of my areas of specialization). This lady talks about working with persons who have mental and physical handicaps. She teaches a group of severely handicapped persons to do interpretive dancing and then she takes the group to California. The film is very dramatic and is great for helping students become more aware and sensitive to those with handicapping conditions. The closing song in the film is "You've Got A Friend," and the audience and the mentally retarded adults are all dancing together. The physical touching that's going on in the dance is very moving. I use films quite often; there are some great ones on the market. While I do include some, I need to include more information about handicapped persons in my classes. Dean Bowen wanted to know about changes; a change that has and will continue to happen with me is giving more attention to how elementary teachers can work with handicapped children in their physical education classes. Trying to keep updated on the legislation is really tough. It's hard to find out what's going on. I think that's a good by-product of this grant. I read more on special populations. Barbara's sending me a lot and I read some and throw some away; I'll try to do better. It's just a matter of time, but I'm going to try and work at it.

My closing thought is just try and impress students that everyone is special regardless of what our handicaps are whether they are visible or not visible. Again, I want to compliment GMU on this project. I think attitude is one of the big factors with which we have to be concerned and the project has certainly helped me quite a lot.

Providing Experiences

by

Henry J. Bindel, Jr., Professor of Education - Science Education

The moral to the story is, "Don't let there be a Cliff Evans in your class." Who was Cliff Evans? The young man in "Cipher in the Snow." As a matter of fact, our Secondary Science Methods Course text begins Chapter Two "Working With Students" with the Cliff Evans story.

What an act to follow with Vicki, Teresa and Karen and my colleagues, you would think we had gotten together and planned our materials. I find it interesting in that the four of us have taken a look at this P.L. 94-142 and the two questions that the Dean gave us in a different way. Maybe I'm the old kid on the block, but the ten minutes that I'm going to share with you will deal with another aspect of working with handicapped children.

In the research and surveys that I've done in working with my students and the work they have done, data indicate that handicapped children want you to do more than just speak to them. So in working with you today, not only do I want to speak to you, I am also giving you a handout of my presentation. You can more or less follow that and I think I can slip through more quickly.

One person suggested that I address you as brothers and sisters today since we are meeting in a Baptist Church . . .so, may I say Sisters and Brothers, just a few comments. As you know we're in the third year of the Dean's Grant program, and I've had the pleasure of serving on the Dean's Grant Task Force. It has been an honor. Several weeks ago when our director and co-director asked me if I would share with the group today several of the things that I have been doing, I began to think, as my colleagues have said, "Well, what have I been doing?" From my folder, for the past three years, I came up with the list that I'm sharing with you today. The moral to the story is there. I think all of us are doing more in the way of working in the handicapped and mainstreaming program than we really realize. I would like to think, as conscientious teachers, we have always considered our students and their needs first. I would like to say that I feel confident that this mainstreaming concept (and I have brought this up working with the task force) isn't anything new but what I've been doing for years, and I think the same must be true of you. As I have worked more closely with this program, I think back when I was in the second grade, how my second grade teacher, Miss Campbell, worked with a handicapped student in our room. I still remember that young man. Bob was a huge kid of low ability, but Miss Campbell made sure he was part of the class. Bob could draw better than any of us, and Miss Campbell had Bob doing the art work and we admired Bob for what he could do in art. It wasn't long before all of us began to work together to help Bob, and Bob worked with us. I also remember Billy when I was teaching in public schools in Flint, Michigan. This young fellow could not read or write, but Billy knew everything that I said and that his mother said. As far as talking and communicating science, he was a leader in the classroom and I was aware of that. I think all of us could cite many stories.

I feel the greatest thing in working with this Dean's Grant, the same thing that my colleagues have brought out to you, is awareness. We are all just a little more aware of things we are doing. I think we see the writing on the wall, that the need is becoming greater every year that we do more in the way of working with handicapped students and the bilingual and multicultural programs, especially in this metropolitan area.

Being involved in this program also caused me to sign up for two graduate courses, so I have completed five hours of graduate work. In those graduate courses, I have done research, some observations and presenting programs that probably would not have been on my schedule. I also have listed that I have attended a number of programs off campus. I remember one evening my friend, John Cooper, and I drove to the District for an NCATE meeting at the Executive House concerning the new special education standard. For a couple of days we worked with that group and profitted from hearing presentations and sharing opinions with others.

Also, I had a program for the faculty. Thanks to Barbara, she gave me three books in the area of science and working with handicapped children that have been most interesting resources. Barbara has never seen those books since; she may have to steal them to get them back. I have ordered them for our library so they will be available for the faculty. From those books, I put together a little talk entitled, "You Call It Magic, And I Call It Science." I believe it went over real well with the faculty, and I volunteered to give that talk or something similar at the Virginia Council for Exceptional Children Conference a couple of weeks ago.

While I was in Norfolk (I appreciate the Dean's grant for sending me down there with expenses paid), I tried to make the most out of the conference. I collected materials and visited with every exhibitor there and came back with an armload of materials; I had this program in mind. On this table I have materials on Social Studies, Physical Education, Health and other topics; please help yourself. Also while attending that conference, I had a great time socially. Several of us went out for dinner one evening, and then all of the officers of the CEC came over and joined us, and what a delightful evening that was visiting with interested P.L. 94-142 colleagues.

Being involved in the Dean's Grant encouraged me to invite Dr. Joseph R. Novello, Clinical Director of Child and Adolescent Services at the Psychiatric Institute of Washington, to speak to our Kappa Delta Pi Chapter. That turned out to be a most worthwhile evening. Also, being the counselor of Kappa Delta Pi and being involved with this project prompted me to have a special program at which Dr. Jack Levy and three other persons in the area of bilingual and multicultural education gave presentations.

Further, a group of us went to Gallaudet College and Model Secondary School for the Deaf. What a delightful experience we had there. I recall the guide who took us around that day; I said to her, "Why is it that when you speak to us you keep using sign?" Her response was, "The reason I use sign is in case some of our own people are around, we don't want them to think we are talking about them." For another field trip I went with Larry Masat and several graduate students to Dominion Hills Psychiatric Hospital over at Seven Corners. What a worthwhile day that was. I wasn't impressed with the science class, naturally I wouldn't be, but I spent an hour in the social studies class, and I'll never forget that young lady working with all of those students, all of whom had some problem.

A year ago, several of us went to a CEC Conference in Roanoke and attended a number of meetings. During one session a teacher presented responses to the question, "What do you do when you have a child in your class who has cancer?" At another session a speaker from VPI talked about the handicapped children that are served in the state of Virginia. It was fascinating to learn that in Virginia in 1971-72, there were 45,526 handicapped children served in our public schools. Let's skip up one decade, in 1982, the number went from 45,000 up to 97,000. I don't know about you, but I said, "Hey, professor, how could we double that number?" In that ten year period they have done a much better job screening and picking up handicapped students and they have enlarged and broadened the program to take in more people. Of the 97,000 that are presently under PL 94-142, 31,000 are speech therapy students, about a third of them, I just can't quite comprehend that.

An assignment I gave my students about a month ago was to locate at least two resources on working with handicapped children in a science class. I did not want more than one page, front and back, I did not want to make a job out of it. I was just really elated with the papers of my three classes. We talked about their findings,then two weeks later I said, "Without getting out your papers, what did your preliminary research of the literature show you?" They found that handicapped youngsters are really more like non-handicapped children than different. One of them said that they thought it would be easier to work with handicapped children in the area of science than any other subject. I didn't agree because I taught a government class one summer, and found an amazing number of things we could do. Students made these additional observations: Prepare your class for handicapped children if you know you are going to have them. Do as much as you can to make a handicapped child feel comfortable. Be aware that there are individual differences. Working with handicapped children, there must be more repetition. Working with handicapped children we must have more patience. Handicapped children are just like you and me; they really are not that different. One woman in the class has a child in special education. She expressed concern with the way the teacher conducted the class. Another woman expressed the opposite; she found her child was most comfortable in the special education class because of the way the teacher worked with him. Another student suggested that GMU provide more "hands-on" experiences with handicapped students who are mainstreamed.

Let me close with one attitudinal thing, as the rest of you did. I'm reminded of an article I read in Newsweek a number of years ago pertaining to a good attitude. This person was having trouble at a traffic light with his car; he could not get it started. The man behind him kept blowing the horn. Finally the person having trouble walked back to the fellow and said, "Hey, Mister, if you'll go up there and fix my car, I'll be happy to sit back here and blow your horn." Changing places with someone else gives us a better perspective on how life feels under variant circumstances.

The Dean's Challenge: Maintaining the Momemtum

by

Larry S. Bowen, Dean, College of Professional Studies

For the last three years we've tried to create an environment for change of our teacher education program, that's really what it comes down to. The Dean's Grant, I think, has provided an excellent mechanism for bringing about curricular change and for collegial decision making. On several points today people referred to this whole working together in collegial decision making, although those words weren't used. Tonight our keynote speaker will be dealing with something that has a lot to do with collegiality and I think you'll find that very interesting and important.

Of course I've been really pleased to be involved in the project. People talk about the Deans' Grants around the country. The Deans, I guess, play an important role, but as I listened today the compliments went to the person who really should get the compliments and that's Barbara Given, who as a coordinator, co-director, or whatever title you want to use, has played a very important part in making this whole effort successful. Barbara knows I'll forever be grateful to her for the work she has done.

I'm going to be brief in the comments I make that are part of the Dean's charge. I suppose the title of today's session, "Maintaining the Momemtum," is really the most important theme that could come through in my comments, because with the ending of the funding we'll have to figure out other means and mechanisms to continue in our work, to maintain the momemtum we have. There are some things that need to be done this spring, as you know. We have to complete the syllabi that we've all been working toward over the last three years; they will be included in the report for the grant. I feel confident this report will be read by many people around this country over the next few years. The reason I feel confident is because you are viewed as highly competent people in teacher education who are doing exciting things in the area of "mainstreaming." Barbara's presentations at national conferences and elsewhere have piqued the interest of many persons in terms of what is going on at George Mason University. Getting those syllabi completed so they can be included in one of the volumes of the final report is very important. The final report is going to have different kinds of articles in it which represent the diverse efforts that have taken place in the project. Anything you have to contribute to this document which represents your involvement in the Project should be given to Barbara. Please, take the time to do do that.

The point I wanted to make about this whole business of mainstreaming, or I'll use Vickie's term and call it integration, deals in a broader way with larger kinds of problems in society. We've been dealing with societal problems since some of the original civil rights legislation and it is integration that is still a great challenge in our society. I want to talk just a little bit about integration of both P.L. 94-142 as well as other civil rights legislation. I'm not so sure but what our society is beginning to doubt, slow-down, and back-off from some of its commitments in earlier years. Some of that backing-off is coming about as a result of not clearly understanding what was intended by passing these pieces of legislation. For instance, the kinds of concerns I hear from some faculty and students are increasingly ones about how we are trying to do things for children that we just can't do in the regular classroom. And I hear stories of about how, because of the economic crunch, we're putting more and more children into some classrooms where it is not appropriate for them to be placed. I've had faculty tell me about how, when they visited different schools, those supervising student teachers are angry because they are receiving children they can't teach or discipline. Maybe we are going through a period of time when there is abuse of the original intentions of P.L. 94-142. If so, you and I with public school personnel must be part of the solution so we don't undo a lot of good which has happened the last few years.

The Dean's Grant never advocated for the whole range of kids to be included in general classrooms. That was never the intent nor will it be. If in fact schools are dumping children in classrooms where they don't belong, we have problems. We must contribute intelligently and rationally to the proper placement of children, as citizens, as teacher-educators, as persons who are on the firing line. We cannot merely wait for others to handle it for us. Teachers cannot be asked to deal with more than what is possible; what is possible is another question. I'm concerned that now as we get ready to end our grant, some real problems are occurring in our public schools regarding the proper placement and teaching of children who are handicapped. The momemtum we have going for us, I hope will be part of a commitment to carry on the intent of the legislation, to continue modification of our curriculum, and to change our teaching behavior so that we do what is sensible, what is rational, what is reasonable. We may find a lot of people working against us in accomplishing that goal, but we must persevere. That sounds like preaching and I didn't mean to preach, but our challenge is to continue the momemtum behind this conference; we can maintain the momemtum.

Our graduates must be really prepared to work effectively with low functioning children, to treat them with respect, and to modify curriculum appropriately so that handicapped youngsters are successful in school. You may be interested in knowing that I spent this morning in the President's Council, as I do every two weeks. The President has great concern about the question of the values of this institution. That's the kind of thing a president should be concerned about. This morning the President was asking about what the values of the institution are. A couple of us were stressing caring and respect. We took a lot of time to talk about what that meant at George Mason, whether or not we do care for students, whether or not we do respect students, whether or not we care for and respect each other. It was an inspirational kind of session for me, and I couldn't help but think as I listened this afternoon about how caring and respect are two key concepts of this project. I'm exceedingly impressed with you as I see the kind of caring and the kind of respect you exude in the way you view your responsibilities as teacher/educators. I am really happy and pleased with the way things are coming along.

There is a decrease in dollars, and I guess there's going to continue to be a relative decrease in dollars for some time in terms of supporting the efforts of P.L. 94-142. I want to do everything I can in the coming months and years to support from my budget and through other sources, that which will maintain the momemtum of our project. I never, at any time, imagined that I, as Dean, would do much more than I've been able to do; have a good coordinator and a good faculty who wanted to develop itself and its curriculum. That's in contrast to what I first thought when I received this grant. At first I wasn't sure what the Dean was supposed to do, but I've learned one thing over the years, Deans don't tell anyone what to do. Faculty, in fact, control the curriculum, and they control their classrooms. This is as it should be. I could have hollered and screamed all I wanted to about Project goals and it wouldn't have made any difference. The fact is, this is a faculty-controlled, faculty-directed project. That's one of the things that's made it good. To whatever extent you can get the Dean and other people involved in sustaining the momemtum you have, I hope you will call on us to do that. As you go into your groups I challenge you to identify ways for "Maintaining the Momemtum."

Administration-Supervision's Response to the Dean's Challenge

by

Al Edgemon, Professor of Administration and Supervision

We are going to maintain the momemtum particularly when Clark Dobson gives up the Associate Chair position and comes back to where he belongs, mainly the Administration-Supervision Program. We will continue to search for materials that will be useful in the entire mainstreaming concept as it affects administration-supervision. Secondly, we will develop learning-packets so that students can have some generic materials with which to approach this subject. Also, throughout the entire program we make certain that our program approaches school management basically to facilitate learning instruction, and from there on, whatever else has to be to maintain the institution. To facilitate instruction we are thinking of all the students who are in the school, regardless of kind, sort, condition, etc. All children must have the opportunity to learn, and the Administration-Supervision Program stresses institutional conditions, policies and procedures which foster learning in all children.

Elementary Education's Response to the Dean's Challenge

by

Robert Gilstrap, Professor of Education - Elementary Social
Studies and Curriculum

What we did in our group today showed that we are not going to let the momemtum stop. Last spring we were concerned about how we were going to accomplish the long list of competencies that we had developed for all of our undergraduate classes in education. As we began to look over our list, we saw that we had assigned a large number to each one of our classes. A revision of our list was needed.

Today we examined a revision of those competencies developed by one of our colleagues. The revised list has now been modified so that there are fewer competencies assigned to each course and we are in the process of examining this list to determine if even it is a realistic one. That is what we spent most of our time talking about. Because we do not have the opportunity to get together and talk a great deal about what we are actually doing, we've taken advantage of these retreats as an opportunity to get together and to talk about the things that we're doing within our classes.

What we did in the process of reviewing the list of competencies was to find out that we still have a great deal of confusion about how to develop the competencies and where to find the needed resources. It is my understanding that the next stage, according to what Barbara Given has told us, is to be one during which we'll begin to look at some of the competencies for upper level courses and to see if we really do have the resources within our Dean's Grant materials to be able to help students accomplish these.

We are definitely committed as a faculty to developing the identified competencies in our undergraduate program and plan to work during the coming year on improving our abilities to accomplish that goal.

The Foundations Faculty's Response to the Dean's Challenge

by

Jack Carroll, Associate Professor of Education-Foundations

The past three years have been frustrating, challenging, and enjoyable, but most of all, they have been exciting. This group of faculty members has coalesced into a force that is dedicated to the humanitarian principles that are stated in Public Law 94-142. This has not been an easy process. Stated below are the phases that the foundations faculty has gone through.

Most foundations faculty had had limited experience with handicapped individuals. They also had varied political and philosophical orientations. The first task was to decide if we were committed enough to the law and all its implications to commit our energies and our professional skills to its successful implimentation. After many discussions, there was unanimity that this was a project worthy of our intellectual effort.

Since most of the faculty was not familiar with the law nor with handicapped students, it set upon a course of professional growth. The faculty attended workshops at the local, state and national levels; interacted with other professional and non-professionals in the field; and read all literature and viewed all audio-visual materials they could obtain. All newly acquired information was shared with other members of the foundations faculty.

The vast amount of information the faculty received lead to an enthusiastic but uncoordinated start toward classroom implementation. The same materials, such as audio-visual aids, were used in more than one course. And there was no coordination with the advanced methods courses.

The Dean's Grant was very helpful to us in solving this problem when a group of faculty developed a list of competencies. The retreat sponsored by the Dean's Grant provided us an opportunity to interact with other members of the department and to decide which of the competencies were more appropriate for the foundations area. The foundations faculty met later and decided which required course would be responsible for a particular competency. Each instructor was required to include these competencies in his/her syllabi.

The foundations faculty has acquired a tremendous amount of expertise in working with the handicapped student. The faculty intends to continue to use this expertise in its classes of both pre-service and in-service teachers as well as in its professional and civic activities. The faculty has also dedicated itself to making constructive contributions to the field by its research and scholarly activities.

Health and Physical Education's Response

by

Fred K. Schack, Assistant Professor of Physical Education

The three year project has allowed us to take a good look at our courses and biases to see where we were, are, and plan to go. It has caused us to focus on both non-school and school settings although the emphasis is and will be on the latter.

All of the faculty have included specific sections (rather than several general statements) on the disabled in their courses. Most have also improved the content and/or method of instructions in order to emphasize the needs and limitations of the disabled in their areas of expertise.

One of the outgrowths of the grant has been to re-evaluate our program and curriculum in regard to mainstreaming competencies. A departmental retreat will be held for this purpose the week before school starts this Fall. A one year followup is planned to continue monitoring departmental efforts toward program change.

Concluding Remarks

by

Larry S. Bowen, Dean, College of Professional Studies

I want to say just one more time how much I appreciate all of you coming and participating. Also, thank you for everything you have done, you are doing, and for the kinds of things you want to do. In everyway my office can, we will help to sustain what we've been doing after "the bread" is gone. I hope that individuals who weren't able to come today will be touched or influenced by those who are here. I know we all gained from hearing colleagues and Frank Johnson talk. I know we can keep the momemtum going.

This business about cooperation versus competition is something I think we all need to talk a lot more about. For our own college community there are a lot of implications which Barbara and I talked a little bit about after hearing Roger Johnson in Minneapolis. Indeed, the university does, as Frank Johnson says, thrive on competitive and individual models. There's not much cooperation going on in universities. Maybe that's one thing out of this retreat you will think more about and try to implement to even a greater degree than is currently occurring within your two departments.

Thank you all for coming. I look forward to maintaining the momemtum.

ANALYSIS

Was the Gain Worth the Grind.....Barbara K. Given

Analysis: Was the Gain Worth the Grind?

by

Barbara K. Given

By what standards should a Dean's Grant Project be judged to determine its cost effectiveness in terms of federal dollars spent, faculty hours expended, and resources used? To whom should the evaluation be addressed--the sponsor (in this case the federal government); the target group (in this case, the faculty); emulators (other colleges or departments of education), consumers (university students and public school personnel); university administrators or all of the above? Arguments could be made for focusing on any one of the possible audiences. Now that the Project is over, will determining the audience make any difference in reporting the outcome? Probably not--so--the reader will have to decide to which audience he or she belongs and read the results as if they were intended expressly for his or her group. Each will have to determine if the gain was worth the grind from that vantage point.

According to Brinkerhoff, Brethower, Hluchyj, and Nowakowski (1983), there are seven functions included in an evaluation: (1) focusing the evaluation; (2) designing the evaluation; (3) collecting information; (4) analyzing information; (5) reporting information from and about the evaluation; (6) managing the evaluation; and (7) evaluating the evaluation (p xx). These seven functions will serve as procedural steps in presenting Project data.

Focusing the evaluation: Two major goals and eight objectives were articulated in the original Project design. Each was written as a statement without criteria or conditions, thus permitting freedom for decision-making as the Project progressed. Accomplishment of the following goals and objectives was the Project focus:

Goals:

1. To increase faculty knowledge and skills relating to appropriate educational services for handicapped children in regular education, and

2. To adopt departmental procedures for effectively preparing preservice educators for teaching handicapped children in the mainstream.

Objectives:

1. Education faculty will demonstrate an awareness of mainstreaming.

2. Education faculty will demonstrate a knowledge of handicapped children, legal rights of the handicapped, personal and academic needs of handicapped children and least restrictive placements.

3. Education faculty will facilitate the identification of preservice program needs, and their roles in meeting the needs.

4. Education faculty will begin assessing new student mainstream needs and demonstrate curriculum changes in their programs.

5. Education faculty will demonstrate a mainstreaming orientation in every program and in lecture, seminar, and field experience courses.

6. Education faculty will evaluate and plan improvements in Departmental mainstreaming efforts.

7. Education faculty will consistantly prepare graduate students who are well prepared to meet the needs of handicapped children in the regular classroom.

8. College and university mainstreaming guidelines will be adopted and compliance continuously monitored. (This objective was dropped early in the Project in order to focus all Project efforts on faculty development.)

While goals and objectives served as the major focus for evaluation, it was recognized that their realization was dependent upon many factors--not the least of which was Departmental reorganization. Originally, goals and objectives were to be developed through extant Departmental committees. With the reorganization, many committees dissolved and an alternative model for organizing small group work was needed. Faculty assigned to individual programs became the working units for attainment of goals and objectives. Evaluation was influenced in a positive direction by the reorganization because program faculty worked together in areas for which they held major responsibility.

Another element influencing evaluation was tenure. George Mason University is a young and growing institution with many untenured assistant professors in the Project faculty. Their first job security priority was to attend to the three areas upon which tenure decisions are based: teaching, scholarship, and service. Dean's Project activities were reflected in both service and teaching, however mission statements of the university required heaviest emphasis on scholarship and most nontenured persons conducted scholarship activities in their primary area of study.

A third element influencing Project evaluation was determination of who would conduct the evaluation. When the project was first written, one faculty member had release time to provide research and evaluation assistance to efforts such as the Dean's Grant Project. After the first Project year, that position was converted to a full-time teaching responsibility. The Project, therefore, lost its primary and only truly objective evaluator. Even with these factors influencing the evaluation effort, the focus of the project and the evaluation effort remained the same.

Designing the Evaluation: Even though goals and objectives formed the framework for Project design, it is important to remember that specific criteria and conditions were not established. Therefore, one approach to evaluation design was emergent as compared to fixed. That is, the design evolved as individual faculty took initiative for various aspects of the Project. Questionnaires, rating sheets and desired products were planned in advance of Project initiation, however they were used in the evolution of the Project and not for gathering data for strict analysis and reporting purposes. The co-director was the primary Project evaluator and both summative data and information collected via "unobtrusive" inquiry was shared with the Task Force for use in further decision-making. Thus, most data collected was of a formative nature rather than summative. Some summative data was gathered and is presented later in this chapter.

Collecting Information. The most formal means of collecting information to evaluate overall faculty change was via the use of Hall's Concerns-Based Adoption Model (CBAM) (Hall, 1978). The model analyzes the change process within an organization as individuals move through seven Stages of Concern About the Innovation and eight Levels of Use of the Innovation. In this case, Project innovation referred to mainstreaming. The first questionnaire was administered to the faculty in the fall of 1981 -- two years after initial awareness activities began. Follow-up was conducted in the spring of 1983 at the conclusion of the Project.

Perceived faculty change was measured by GMU graduates in response to the question, "How effective was your preparation for working with handicapped individuals; inadequate, fair, good, excellent?" The follow-up questionnaire was sent to first and third year graduates. A third form of summative data was collected by a group of graduate students under the direction of Dr. Leland Doebler. The students developed a questionnaire and sent it to all persons involved in practice teaching or internship during the spring of 1981 and spring of 1983. (See Section III for a detailed report of the 1981 findings.). Additional summative information was obtained from a Faculty Self-Reporting Activity Sheet on which faculty listed their involvement with mainstreaming issues and activities (Appendix A). Finally, and the most important summative measure of Project success, is the number of courses modified as a result of Project thrust.

The most important process data yet to be collected is that pertaining to implementation and quality of course modifications. Other process data included evaluations, from faculty and others, of each retreat and most presentations. Information gained was used to plan subsequent retreats and presentations for the purpose of making them more relevant, more heavily attended and more convenient in regard to time and location. Process data of an inquiry nature was collected from outside presenters, Advisory Board members, Office of Education Project Officers, faculty, administrators, personnel conducting other grants, and accrediting visitation teams. Information obtained was shared with the

Task Force for on-going Project direction. Requests to share information about mainstreaming efforts at GMU at conferences and training sessions and the quality and types of products produced as a result of the Project are all seen as measures of Project worth.

Analyzing Information: Information collected to evaluate process and determine need for on-going changes will not be reported since it is the outcome of the process that is more important at this time. A look at follow-up data of first and third year graduates leaves something to be desired in both the data collection and the results. It is not clear how many questionnaires were distributed by the Departmental committee responsible for graduate evaluation, however only 60 were returned. Responses were received from graduates of the Reading, Administration/Supervision, Elmentary Education, and Guidance and Counseling graduate programs and from the Elementary Education undergraduate program. Contamination of data resulted in mixing responses from the first and third year graduates and viewing them as one group. Because of this error, a test for significant difference between the first and third year graduates on the one question pertaining to working with handicapped individuals could not be made. Taken as a total group, 74% indicated inadequate or fair preparation; 23% said their preparation was good while only 3% felt exellently prepared. The high number of persons feeling "inadequately" prepared could reflect a greater awareness for information and skills as a result of increased attention to mainstreaming matters in education coursework. While this interpretation feels comforting, the fact remains that the data was so limited and so contaminated that no real use can be made of it. Even so, since the major focus was directed toward Elementary Education faculty that group of respondants was viewed separately. There were only 13 respondants who answered the question and with so few respondants, extrapolating information was not feasible.

Forty-five (48%) of the ninety-four questionnaires sent to Spring 1983 practicum and internship students were returned and analyzed. It is important to note that some ambiguity may have existed in the written directions provided students. The twenty items were preceeded with the following statement: Please indicate the extent to which you feel further training would be helpful to you. Please evaluate each competency area in light of your present capabilities." Students checked, "Inservice training would be: exceptionally useful, moderately useful, or of no use at all." To assume the questionnaire evaluated implementation of mainstreaming skill development or faculty change, therefore is inappropriate. Rather, the questionnaire may more accurately reflect increased awareness of gaps in student learning. None-the-less, sixty to sixty-seven percent of the respondants indicated that inservice training would be exceptionally useful in the following areas:

- Understanding the specific types of handicapping conditions and the physical and cognitive limitations for each.

- Identifying for referral children with special needs.

- Adjusting classroom management techniques for dealing with exceptional children.

- Ability to modify motivational techniques to accommodate handicapped children.

- Ability to modify motivational techniques to accommodate culturally different children.

- Building self-awareness and self concept in exceptional children.

Twenty-seven percent believe in-service in the following areas would be of no use:

- Understanding the educational rationale for mainstreaming.

- Evaluating the progress of exceptional children and using the date (sic; data) to revise their IEP.

While of little value for Project evaluation, results from the student questionnaire may be helpful to faculty in further implementation of mainstreaming competencies.

Hall's Concerns-Based Adoption Model questionnaire yielded the most usable and valid information on faculty change. After studying group profiles for 1981 and comparing them with the 1983 profiles, Dr. Hall wrote the following analysis:

> "First of all I would point out that interpretation of a group profile always has to be done with caution since the differences in the various sub-groups and individuals will be masked in the averaging that results in a group profile. In spite of this caution there appears to me that a set of very positive trends exist in the Stages of Concern data that we have for your faculty. Let me point these out.
>
> 1. The overall profile shifts from a nonuser profile to a user profile.
>
> 2. Informational, Personal and Management concerns declined in intensity for the group. This would suggest that for the group as a whole, activities occurred during the time between the two assessment periods that addressed Dean's Grant activities. Further, it is significant to point out that the Stage Three Management concerns never were high and decreased during the assessment period. This would indicate that whatever interventions were made, anticipated and addressed Management concerns, so that they never became a barrier to movement of the group as a whole.
>
> 3. Consequence and Collaboration concerns increased in intensity. This is a particularly significant finding since the arousal of

Impact concerns about something such as mainstreaming is not easily accomplished. Further, in that these Impact concerns could have been aroused in the time that was available and show up in group data is significant. It would appear to me that in some sub-groups of the population, you did a great job of developing support for and willingness to work together for impact reasons about the concepts that were addressed in your project.

4. The absence of rising Stage Six Refocusing concerns is also positive. Increasing intensity of Stage Six Refocusing concerns would indicate that the faculty as a group had developed alternative ideas to those that were proposed in the project. The absence of change in the Refocusing concerns would suggest that the ideas presented in the project were accepted by the project participants.

I suspect that if you look at the individual data for various departments and clusterings you will find that there are some individual and groups where there were some very dramatic differences and shifts in the concerns profiles. I would think that reporting some of these data would further document the positive effects that apparently accrued over the life of the project.

These are just some of my quick reactions from having looked at the group profile data. One step that you could take would be to do t-tests on the shifts in raw scale scores on each of the Stages. I would suspect that the changes in scores on Stages 1, 2, 4 and 5 would be significant and perhaps the Stage 3 shift would be significant.

. . . Given the scope and sequence of a project of this nature and complexity and yet at the same time vagueness of the program that is being explored, I think these data represent very positive movement."

Related sample _t_ tests were computed for 25 persons; the number who completed questionnaires in both 1981 and 1983. Analysis of faculty shifts in Stages of Concern, therefore, was based on 52% of the total target group. Attrition, new appointments and/or failure to respond accounted for the sample size. While significant differences were found, their magnitude was not as great as predicted by the tone of Dr. Hall's analysis. None-the-less impressive gains were made in a short period of time.

Self-reporting data which illustrate the many and varied activities of the faculty is provided in Appendix A. Summation of data was not completed as planned since the narrative listing provides more information to the reader.

Meeting accreditation standards is another measure of Project progress. GMU's Departments of Education and Health/Physical Education had an interim review in the Spring of 1983 by the National Council for

Accreditation of Teacher Education (NCATE). Even though the NCATE review process did not include compliance evaluation for the new Special Education Standard, the visitation team noted that the Standard was being met. For an NCATE training session in Denver (Spring, 1983), the Co-Director was an invited presenter on the Dean's Grant Project and its role in meeting the Special Education Standard.

Another mark of peer evaluation was the number of invitations received requesting presentations to faculty groups at other colleges or at conferences. The Co-Director made presentations on how to get started with a Dean's Grant at two national and one regional conference sponsored by the National Support Systems Network. Another presentation was made at Radford University.

Finally, the critical test of Project worth may be seen in a separate document which includes syllabi of modified courses. The document also includes details of how skills will be taught in several classes. Thus, the three-year Grant period has produced two sizable documents which will be used to mark progress and to direct the future. All objectives, save one, were accomplished on time as projected. It is premature to consider accomplishment of objective 7 (Education faculty will consistantly prepare graduate students who are well prepared to meet the needs of handicapped children in the regular classroom.) because modified syllabi will be introduced for the first time for most classes during the Fall of 1983. Impact of those changes should be reflected in graduate follow-up questionnaires in two to three years. Objective 7 remains as a guiding principle and the thrust for "maintaining the momentum."

Reporting Information: The "Final Report" for the Dean's Grant Project has become the conduit for conveying evaluation information. The report will be submitted to appropriate representatives of the funding agency and to professional organizations (such as CEC, NCATE, AACTE, etc.). Copies will be disseminated to faculty and to regional colleges and universities which did not receive Dean's Grants. The textbook format was selected in the hope that several audiences could be addressed in a cost effective manner.

Managing Evaluation: As noted earlier, Project evaluation became the primary responsibility of the Co-Director. This decision complimented the conduct of the Project in several ways. First, evaluation was more interwoven with on-going progress than it might have been if an outside evaluator was used. While Hall's interpretation of the Stages of Concern questionnaire may be viewed as outside evaluation, it is important to note that faculty responded to the Project staff's requests for information, thus making the evaluation an "in-house" activity. Second, faculty were kept informed of process evaluation and subsequent decisions based on on-going data analysis. An outside evaluator's interpretation of evaluation impact may have been less direct and meaningful. Third, process and summative data were collected as need dictated rather than on a fixed schedule which may have been necessary for outside evaluation.

As is evident, many problems arose in the evaluation of Project efforts and results. Many of these problems were discussed in the section pertaining to evaluation analysis. Suffice it to say that the Co-Director learned a great deal about evaluation of a Project, mainly what not to do and how to keep better control of the evaluation process. While there is virtue in maintaining a staff controlled evaluation procedure, outside assistance for designing the evaluation plan and selecting formal instruments has merit.

Evaluating the Evaluation: Without question, evaluation of this Project was a learning experience which should result in improvement of future evaluations. While the collection and analysis of some data lacked formal rigor, data did provide usable information for Project staff and faculty. Reporting procedures have been candid which provides full and frank disclosure of events and procedures. Evaluation was cost effective because it was done as a part of the Co-Director's responsibilities. She, then assumes full responsibility for the style of presentation of information and the accuracy of editing.

In summary, analysis of data reveals that the grind was worth the gain. As Reynolds (1982) noted, the grind may wear on and on if true educational reform is to be made. He stated:

> "Whenever major changes are called for in social programs and institutions the danger arises that the response will be expedient make-dos rather than fundamental changes. . . . this kind of mechanical compliance is not enough. . . .The policies expressed in the law seek the reexamination of the purposes of education, the relations of schools and families, and values and technical aspects of schooling. . . and what we are into in the Dean's Grant Projects is the revision of public education, changing the concept of what it is, who it is for, and how it should be provided." (p 5-6)

Without question, the Dean's Grant Project has changed teacher education at George Mason University, however Scannell (1982) points out that:

> "Although many institutions now have fairly well institutionalized a least restrictive environment curriculum, the accomplishments lead a fragile life. A dissonance, a tension, still exists. The present curricula are not well-designed, complete, or well-integrated and firmly established sets of experiences. The DGPs Dean's Grant Projects have clearly established that our curricula do not represent a sufficient and satisfactory professional program for those teacher candidates who will face the challenges of our current schools." (p 96)

Scannell agrees with Reynolds that the DGPs have led the way toward excellence in teacher education but that much remains to be done. He says that, "The right time to initiate a major effort for excellence in teacher education is when the following several conditions exist:

1. Evidence that current programs are inadequate, that graduates from our programs cannot meet the expectations of society or fulfill the principles to which we pay homage.

2. A knowledge base to justify significant changes in program content.

3. The need for new teachers should be possible to satisfy even as we make our programs more stringent.

4. The potential benefit to society should justify the increased costs of the revised Program." (p. 49)

Scannell's conditions currently exist. At GMU the time is right for making a major effort for excellence and, as stated in different ways in Section III, excellence in teacher preparation is what the George Mason University teacher education faculty strives to achieve.

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APPENDIX A

Responses to Faculty Self-Report Questionnaire

(Many omissions are evident to the Editor but data is presented as received from faculty.)

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Dean's "Mainstreaming" Project

Faculty Questionnaire

1. Presented mainstreaming conference session:

Virginia State Reading Conference. Reading/Thinking Strategies for the Gifted. Dr. Brown

George Mason University. Personal Practices in the Classroom, March '83. Dr. Agne

Local and International. Many at all levels. Dr. Stein

George Mason University. "You Call It Magic, I Call It Science," March '83. Dr. Bindel

VCPA, February '79. Dr. Schuchman

Deans' Grant Panel, October '81. Dr. Schuchman

Biofeedback Society of America, Spring '80. Workshop on L.D. Dr. Prager-Decker

AIAA International Conference; Hartford, Connecticut, March '82. "Will Mainstreaming Ruin My Shop and Burn Me Out?" Dr. Haynie

VIAA State Summer Conference, August '82. Dr. Haynie

Adapted Physical Education Conference; Ontario, Canada, September '82. Dr. Bennett

Arts Education Leadership Conference, October '81. Dr. Bennett

VCEC, 1980. "Attitudes Toward the Hearing Impaired." Dr. Doebler

NASP, 1983. "Affective Characteristics of Work Inhibited Students." Dr. Doebler

George Mason University, Education Conference, March '82. "Epilepsy in the Regular Classroom." Dr. Sears

George Mason University, March '81. "Adaptation of Regular Classroom Components for Successful Mainstreaming." Dr. Sears

2. Presented mainstreaming workshop:

George Mason University. Gifted/Talented Workshop, 1983. Testing Workshop. Dr. Brown

Local and International. Many at all levels. Dr. Stein

VCEC Conference. "You Call It Magin, I Call It Science" February '83. Dr. Bindel.

George Mason University. Relaxation Skills Workshop. January '82. Dr. Prager-Decker.

Fairfax County, Fauquier County and Alexandria. Inservice Workshops. 1981-1983. Dr. Haynie

Public School Consultation Workshops. 1980. Dr. Bennett

George Mason University. "Human Relations and Mainstreaming." Spring '83. Dr. Fauth

Arlington County. "A Review of Handicapping Condition Criteria for Purpose of Eligibility." July and August, 1982.

3. Attended mainstreaming conference session:

Virginia State Reading Conference. Dr. Brown

One credit hour EDUC 600, GMU. Spring '82. Dr. Agne

VCEC. Dr. Behrmann

National Council for the Social Studies. November '82. Dr. Duck

Roanoke, Virginia, 1981. Norfolk, Virginia, 1983. Dr. Bindel

NCTM. 1980 - 1983. Dr. Jacobs

Association for Communication and Technology. "Media Use with Handicapped Students." 1982-1983. Dr. Gray

State Kindergarten Conference. "Exceptional Children in the Kindergarten" November '82. Dr. Isenberg

AAHPED National Convention. Spring 1980-1982. Dr. Bennett

NASP Convention, 1980-1983. VCEC Conference, 1980-1981. Dr. Doebler

Crippled Childrens' Hospital, Richmond, VA. "A Medical Symposium for Educators." August '82. Dr. Sears

IRA Southeastern Conference. "Content Instruction for Students witn Special Needs." February '82. Dr. Dzama

Virginia State Reading Association Conference. "Public Law 94-142 Reading Curriculum for Handicapped in the Classroom." March '82. Dr. Dzama

4. Attended mainstreaming Film Festival:

   Drs. Brown, Agne, Duck, Bindel, Chu, Gilstrap, Gray, Haynie, Martin and Montebello

5. Attended GMU Faculty Presentation:

   "Substance Abuse" Dr. Brown

   Student Panel Discussion and Parent/Teacher Discussion. 95% of Project faculty

   All Faculty Presentations (five), 1982-1983. Dr. Martin

   Presentation by Dr. Jacob. Drs. Isenberg, Prager-Decker, Bindel and Duck.

   "P.L. 94-142" October, '81. Dr. Smith

   Faculty Presentations, 1982-1983. Dr. Gilstrap

   "Incorporating Stress Management Skills in Class Organization." January '81. Dr. Bindel

   Panel of Mainstreamed Children. Dr. Seligman

6. Participated in field trip to "mainstreaming" sites:

   Vienna Elementary School, Spring '81. Drs. Schack, Gilstrap

   Field Trip, '82. Dr. Martin

   Gallaudet College, November '81. Dominion School, March '82. Dr. Bindel

   Alexandria Public School. Dr. Agne

   Visited Deans' Grants, Portland State University and University of Oregon, 1981. Dr. Gray

   Hearing Impaired Center, Camelot Elementary, 1982. Dr. Doebler

   Gallaudet College, '82. Dr. Dzama

7. Attended Mainstreaming Faculty Retreats:

   Evan's Farm Retreat, Fall '80: Drs. Schack, Smith, Gilstrap, Duck, Brown, Stein, W. Thomas, Collier, Behrmann, Gray, Haynie, Doebler, Dzama

   Falls Church Presbyterian, Fall '81: Drs. Schack, Martin, Isenberg, Prager-Decker, Gilstrap, Duck, Bindel, Brown, Bonfadini, Agne, Stein,

W. Thomas, Collier, Behrmann, Chu, Jacobs, Bever, Gray, Haynie, Metcalf, Doebler, Edgemon, Sears

Calvary Baptist Church, Fall '82: Drs. Schack, Martin, Isenberg, Prager-Decker, Gilstrap, Duck, Seligman, Bindel, Brown, Bonfadini, Agne, Stein, W. Thomas, C. Thomas, Jacobs, Bever, Gray, Fauth, Edgemon, Jacob, Dzama, Bennett, Haynie

Calvary Baptist Church, Spring '83: Drs. Schack, Martin, Gilstrap, Duck, Bindel, Bonfadini, Agne, Schuchman, Fauth, Edgemon, Bennett, Dobson, Haynie, Seligman, Spikell

8. Revised course content to include mainstreaming concepts:

Dr. Martin, EDUC 469 and 508: added sessions on teaching handicapped.

Dr. Isenberg, EDUC 403: added 3-hour session specifically tailored to teaching children with special needs. Incorporate mainstreaming within all other areas. EDUC 407, is a course in diagnosis and we focus on matching learner style with teaching materials and methods.

Dr. Prager-Decker, HEAL 305: Included more discussion on identification of handicapping conditions and ways to create most appropriate learning situations for students. Included use of relaxation skills with all children. Included first aid instruction for dealing with medical emergencies related to mainstreaming (i.e. diabetic shock/coma, epileptic seizures, etc.)

Dr. Gilstrap: Modified course content in teaching methods in the elementary social studies and elementary curriculum development.

Dr. Duck, EDUC 301: Use film "A Different Approach" to introduce topic of legislation relating to special education and to human relations issues involved. EDUC 567: Use video tape "Promises to Keep" to introduce materials/techniques for those with special needs. Use Herlihy, Mainstreaming in the Social Studies.

Dr. Bindel, EDUC 413, 573, 552: Journals, student research, personal research, attend special meetings.

Dr. Agne, HEAL 305: Added more time on teaching health in elementary school; awareness and methodology suggestions for visually or hearing impaired, cerebral palsy, and learning disabled.

Dr. Stein: Include mainstreaming concepts in all courses at undergraduate and graduate levels.

Dr. Wayne Thomas, EDUC 531: Include sessions on measurement and testing implications. EDUC 590: Encourage student research on topic.

Dr. Charles Thnmas, EDUC 313: Focus on andicipated problems (psycho/social; teaching strategies) of implementations. EDUC 320, 531: Focus on problems of assessment related to mainstreaming.

Dr. Jacobs, EDUC 411: Include appropriate concerns and solutions.

Dr. Gray, EDUC 325, 625: Discuss selection and use of instructional media with handicapped students; give students copy of article on this topic (written by Dr. Gray).

Dr. Bennett, PHED 403, 301: Some how to's of mainstreaming. PHED 365: How to measure and evaluate.

Dr. Dzama, EDED 611: More discussion about mainstreaming issues and have students make presentations related to reading strategies and materials.

Dr. Montebello, EDUC 305, 661: Include books and methods for mainstreaming.

Dr. Jacob, EDUC 505: Include unit on mainstreaming.

Dr. Sears, EDSE 645; 647: Adaptation of regular teaching techniques and materials to handicapped individual's needs. Adapted equipment used in regular classroom to maximize handicapped person's performance.

9. Previewed mainstreaming literature:

Dr. Gilstrap: Materials secured from the project co-director have been very helpful.

Dr. Seligman: Several textbooks.

Dr. Bindel: Wrote article "Bilingual/Multicultural Curriculum Development Materials/Resources for Students/Teachers in Science."

Dr. Agne: Articles sent around periodically by Dr. Given.

Dr. Stein: Regularly preview mainstreaming literature.

Dr. Jacobs: Techniques/Computers for Special Educaiton.

Dr. Gray: Law; pamphlets supplied by co-director.

Dr. Jacob: IRC materials and films.

Dr. Dzama: Any articles that are published in Kappan, KAP Record, The Reading Teacher and Journal of Reading.

Dr. Montebello: Children's book related to mainstreaming.

Dr. Doebler: previewed a great deal of literature in preparing competencies,

10. Reviewed mainstreaming materials:

Dr. Isenberg: BUDY - game for older elementary children.

Dr. Gilstrap: Previewed several kits in IRC collection for class use.

Dr. Duck: Films (especially "A Different Approach"), videotapes ("Promises to Keep"), materials on one-word notes and other techniques for teaching social studies in secondary schools.

Dr. Bindel: Reviewed resources on effective teaching in bilingual/multicultural and social science classrooms.

Dr. Levy: Analyzed Special Education Dean's Grant program and materials.

Dr. Stein: Regularly review mainstreaming materials.

Dr. Jacobs: Film: "Math and Special Education"

Dr. Gray: Variety nf materials used to prepare lecture on media use with handicapped students.

Dr. Montebello: Reviewed many mainstreaming materials.

Dr. Doebler: Reviewed a great deal of material in preparing competencies.

11. Participated in other mainstreaming activities/experiences:

Dr. Gilstrap: Completed other activities in a faculty course including an unpublished article that I have shared with my graduate students interested in mainstreaming.

Dr. Duck: Handicapped Awareness Week Activities, Spring '81.

Dr. Bindel: Dean's Grant Task Force, 3 years; Program in Washington, D.C.

Dr. Agne: American School Health Association Conference, program on Basic First Aid for Special Education classes.

Dr. Stein: Participate regularly in other mainstreaming experiences.

Dr. Gray: Attended mainstreaming sessions at national conferences; enrolled in EDUC 600.

Dr. Doebler: Participated in organizing workshops on "Working With the Hearing Impaired" and "LD: Characteristics and Curriculum." Visited Deans' Grant projects at Memphis State and U of Mississippi. Gathered data on competencies of our graduates prior to the mainstreaming project.

Wrote article on "Eye Contact Training Under Blacklight," published in Perceptual and Motor Skills, deals with educating handicapped children. Also presented this research at the 1980 NASP Convention.